DOCUMENT RESUME

ED 384 819 CE 069 560

TITLE	The Illinois Plan for Home Economics Education. A Curriculum Guide. Dimensions for Living Course.
INSTITUTION	Illinois State Univ., Normal. Dept. of Home Economics.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Sep 92
NOTE	127p.; For related documents, see CE 069 561-564.
AVAILABLE FROM	Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Course Content; Course Descriptions; *Home Economics; Individual Development; Interior Design; *Learning Activities; Lesson Plans; Problem Solving; Secondary Education; *Self Actualization; Self Concept; *Self Esteem; Self Evaluation(Individuals); State Curriculum Guides; Teaching Methods; Thinking Skills
IDENTIFIERS	Illinois

ABSTRACT

This curriculum guide, which was designed for an exploration/orientation course in home economics aimed at empowering students to make responsible decisions and choices in an ever-changing informational society, contains the following materials: a course description, course objectives, background information for instructors, an abbreviated course outline, a detailed content outline, a bibliography listing 44 references for teachers and students, and a variety of teaching activities. The course outline identifies the major topics, and the more detailed content outline serves as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. The teaching activities develop specific portions of the content outline. Each activity includes the following sections: a teacher's page with student objectives, materials needed, directions, evaluation, Future Homemakers of America-Home Economics Related Organization correlation, teacher notes, and the Illinois State Goals for Learning that are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. Topics covered in the dimensions for living course teacher activities include the following: self-concept, communication, positive image, needs and wants, family heritage, peer pressure, legislation and authority, technology, personal resources, decision making, systems thinking, wellness, and personal management. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 384 819

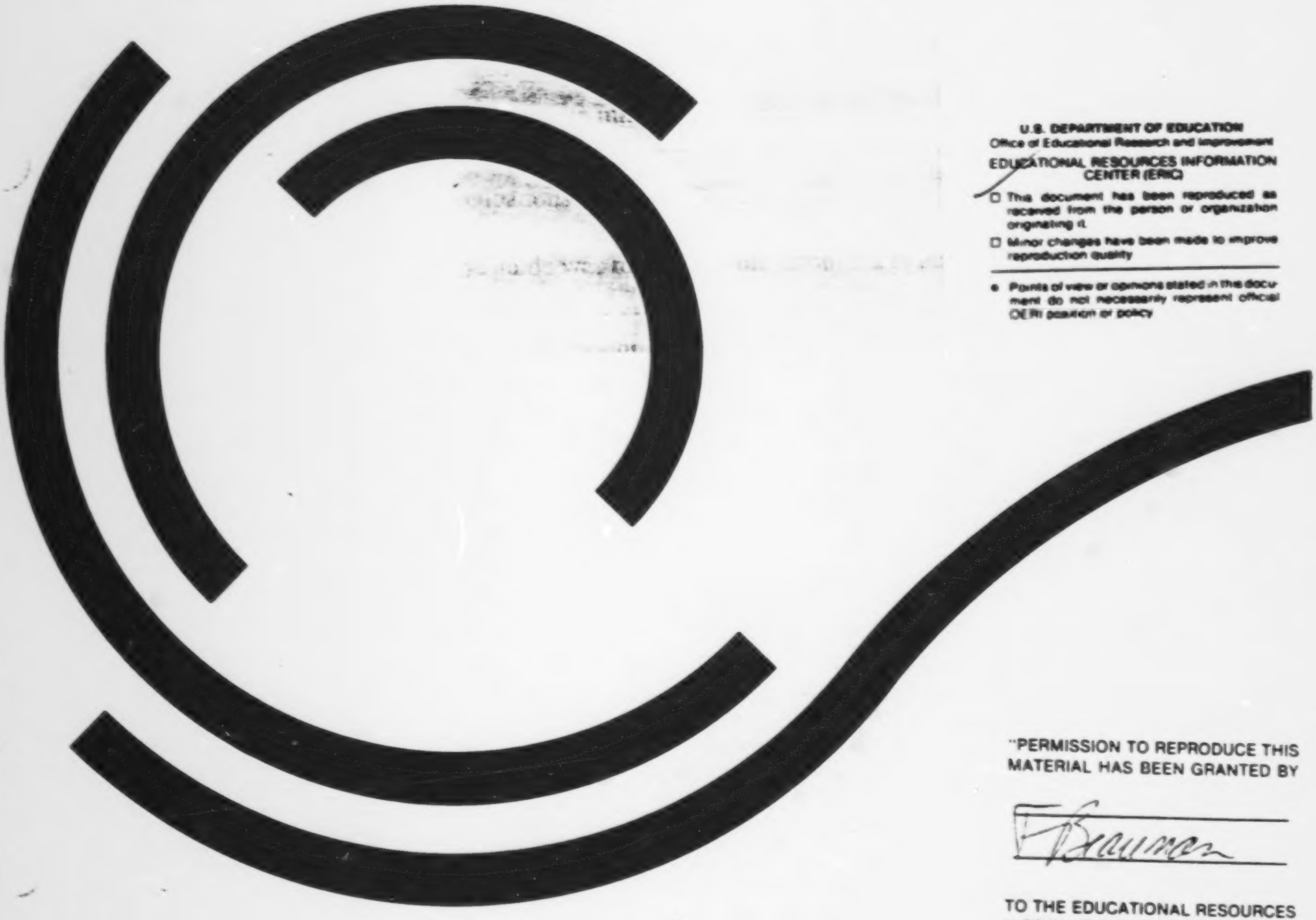
The Illinois Plan For Home Economics Education

A Curriculum Guide

Dimensions for Living Course

Illinois State Board of Education

Adult, Vocational and Technical Education



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F Beauman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 069 560

BEST COPY AVAILABLE

Illinois Plan For Home Economics Education Exploration/Orientation Curriculum Guide

Director:
Charlotte Carr Talkington

Project Staff:
Nenita Brown
Diana Greene
Sue Summerville

Technical Assistants:
Katey Crutchley
Pam Hawkins
Jane Middleton

Department of
Home Economics
Illinois State University
Normal, Illinois 61761

Illinois
State Board of
Education

Louis Mervis
Chairperson

Robert Leininger
State Superintendent
of Education

Department of
Adult,
Vocational and
Technical Education

Vocational
Program Improvement Section

September, 1992

This publication was prepared pursuant to a grant from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, with 100 percent funding through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title IIIB.

An Equal Opportunity/Affirmative Action Employer

This publication is available from:

CURRICULUM PUBLICATIONS CLEARINGHOUSE
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

800-322-3905
309-298-1917
FAX: 309-298-2869

TABLE OF CONTENTS

Page

Introduction i

Curriculum Guide Interpretation iii

Course Description and Objectives D-1

Background Information for Instructors D-2

Course Outline D-4

Dimensions for Living Content Outline D-5

Bibliography D-35

Dimensions for Living Teacher/Activities DA-1

INTRODUCTION

Thinking creatively, making decisions, relating to and communicating with others, and utilizing scientific technology are necessary for individuals and workers in an ever changing global society. Home economics knowledge and skills are needed today and into the twenty-first century to balance lifestyle with employment.

Included in this curriculum guide are sections entitled "Dimensions for Living"; "Creative Lifeskills"; and "Living Science." These exploration/orientation courses are developed around three themes: enhancing an individual's self-concept and interpersonal relationships, encouraging and developing a creative individual, and discovering and interpreting an individual's scientific and technological world.

All materials incorporate a variety of learning processes, wellness concepts, orientation tasks, and the Illinois State Goals for Learning. Appendices provide supportive materials.

Teaching activities encourage the integration of cooperative learning, higher-order thinking skills, and leadership development through Future Homemakers of America–Home Economics Related Occupations (FHA–HERO).

The development of the guide was made possible through a grant from the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, Vocational Education Program Improvement Section.

CURRICULUM GUIDE INTERPRETATION

The curriculum guide includes a course description, course objectives, background information for instructors, an abbreviated course outline, a detailed content outline, a bibliography, and a variety of teaching activities. The "Course Description" and "Course Objectives" are helpful in communicating the course's composition to administrators, school board members, guidance counselors, teachers, parents, and students. The "Background Information for Instructors" provides a quick overview of the knowledge, learning process, and skills emphasized in the course.

The "Course Outline," complete with page numbers for locating topics identifies the major topics. The "Content Outline" is detailed and designed to serve as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. Throughout the content outline, a check-mark (✓) in the left-hand column of the page indicates an activity is included for that portion of the outline. "Illinois State Goals for Learning" and sample learning objectives, as addressed by the content outline, are identified by a series of letters and numbers in the right-hand column of the content outline page. The letter and number codes are interpreted as follows:

Subjects:
- BPS = Biological and Physical Sciences
- FA = Fine Arts
- LA = Language Arts
- M = Mathematics
- PDH = Physical Development and Health
- SS = Social Sciences

Example: BPS1-8-E2

Interpretation:
- BPS = Subject
- 1 = State goal number
- 8 = Grade level
- E2 = Sample learning objective

The "Illinois State Goals for Learning," which includes sample learning objectives, are included in the "Appendices."

A "Bibliography" follows the content outline. Entries are identified as either student or teacher according to whether the materials were used to develop the student activity pages or the teacher outline.

A variety of teaching activities is included and identified in the "Activities" section. Each activity develops a specific portion of the content outline. A code in the upper right-hand corner of the page identifies the course title, topic, and outline reference which the activity addresses. Every activity includes a teacher's page with student objectives, materials needed, directions, evaluation, FHA–HERO correlation, teacher notes, and the state goals which are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. Teachers are expected to develop additional activities when necessary to teach the courses.

DIMENSIONS FOR LIVING

COURSE DESCRIPTION

This course is designed to empower the student to make responsible decisions and choices in an ever-changing informational society. By becoming aware and being exposed to a variety of factors influencing our decisions, we are equipped to handle interpersonal relationships at home, school, and work. The learning activities focus on the individual and promote recognition and use of resources to find creative solutions to the problems of everyday living. A variety of job/career opportunities is explored utilizing interpersonal relationships and home economics knowledge and skills.

COURSE OBJECTIVES

The objectives of the course are as follows:

- to create an awareness of oneself in order to become a well-functioning individual.
- to explore how and why a variety of factors influence personal decision-making.
- to promote the use of the decision-making process to deal with an informational society.
- to identify the holistic approach to personal wellness through systems thinking, management, and interpersonal relationships.
- to examine available jobs and careers using interpersonal relationship skills and home economics subject matter.
- to correlate of home economics knowledge and skills to the state goals for learning in the areas of biological and physical sciences, fine arts, language arts, mathematics, physical development and health, and social studies.

BACKGROUND INFORMATION FOR INSTRUCTORS

Overview:

Being able to identify and manage resources is imperative in dealing with today's rapidly changing world. This course enables the student to become aware of herself or himself, to identify factors which influence personal decision-making, and to utilize knowledge and skills to deal with an informational society. Emphasis is placed on the systems thinking approach, utilizing the decision-making process to understand and deal with a complex world. Learning activities analyze the effect of personal needs and wants, family heritage, peer pressure, advertising, laws, and technology as resources influencing decision-making. The importance of cultivating interpersonal relationships is stressed in order to work together cooperatively at home, at school, and at work. A variety of job/career opportunities is explored involving interpersonal relationships and home economics knowledge and skills.

Emphasis:

I. ACKNOWLEDGING THE SYSTEMS THINKING APPROACH TO LEARNING
    A. Recognizing a System
        1. Describe a system as objects and events related in their purpose and dependent upon each other
            a. interrelated
            b. interconnected
            c. interdependent
        2. Become aware of the existence of a variety of systems
            a. education system: students, teachers, schools, textbooks, school buses
            b. stereo system: speakers, tuners, amplifiers
        3. Acknowledge most systems as a part of a larger system
            a. student: part of family, economic, and education systems
            b. school bus: part of transportation and education systems
    B. Determining How a System Works
        1. Activates with inputs from both inside and outside the system
        2. Processes by changing or acting upon input—throughput

3. Leaves system as output

C. Defining Systems Thinking
    1. Views complex problems or events from a new perspective
        a. sees things as interrelated units instead of as separate parts
        b. focuses on the whole rather than the parts
    2. Involves a holistic approach
        a. takes wholes and units into account
        b. thinks about several things at once
        c. sees one part in relation to other parts
        d. accepts that a change in any part affects other parts or several parts at once
    3. Recognizes as different from linear or cause-and-effect thinking
        a. sees things one at a time like a chain reaction
        b. relates one event to another
        c. fails to see how objects and events are dependent on each other to function
    4. Provides way of managing and gaining control of an individual's life

II. EMPHASIZING THE DECISION-MAKING PROCESS TO DEAL WITH AN INFORMATIONAL SOCIETY

A. Defining Problem
B. Gathering Information
C. Weighing Alternatives
D. Making Decision
E. Evaluating Decision

III. RECOGNIZING SKILLS DEVELOPED THROUGHOUT THE COURSE

A. Identifying Where to Locate and How to Use Information
B. Reading and Following Directions
C. Demonstrating Responsibility for Carrying Out Activities and Projects
D. Organizing and Managing Human and Material Resources
E. Relating to and Communicating With Others

Dimensions For Living Course Outline

PAGE

I BECOMING AWARE OF ONESELF IN ORDER TO DEVELOP INTO A WELL-FUNCTIONING INDIVIDUAL, FAMILY MEMBER, AND WORKER D - 5
- A. Exploring Self-Concept D - 5
- B. Practicing Communication D - 6
- C. Projecting A Positive Image D 8

II. IDENTIFYING FACTORS THAT INFLUENCE DECISIONS D - 9
- A. Recognizing The Role Of Needs And Wants D - 9
- B. Acknowledging Family Heritage D - 11
- C. Dealing With Peer Pressure D - 12
- D. Judging The Impact Of Advertising D - 13
- E. Interpreting Legislation And Authority D - 15
- F. Addressing The Role Of Technology D - 17
- G. Relying Upon Oneself As A Resource D - 18

III. ADJUSTING TO DEAL WITH AN INFORMATIONAL SOCIETY D - 20
- A. Taking Responsibility For Decisions D - 20
- B. Recognizing The Role Of Systems Thinking D - 21
- C. Developing Personal Wellness D - 23
- D. Managing Oneself For Independence D - 24
- E. Cultivating Interpersonal Relationships D - 25
- F. Developing Leadership Skills For Home, School, And Work D - 26
- G. Enhancing Personal Job Qualifications D - 28
- H. Exploring Job/Career Opportunities Utilizing Interpersonal Relationships And Home Economics Knowledge And Skills D - 31

BEST COPY AVAILABLE

DIMENSIONS FOR LIVING CONTENT OUTLINE

ACTIVITY		STATE GOALS
	I. BECOMING AWARE OF ONESELF IN ORDER TO DEVELOP INTO A WELL-FUNCTIONING INDIVIDUAL, FAMILY MEMBER, AND WORKER	
	A. Exploring Self-Concept	PDH2-10-M1
	1. Reflect upon how you feel and think about yourself	PDH2-10, 12-K-1
	a. influenced by environment and culture	PDH2-8-M3
	b. formed through interaction with others	SS3-12-H1
✓	c. composed of three aspects	SS3-12-C2
	1) self-image: how we see ourselves, our perceived looks, and our role image	
	2) self-esteem: how we judge ourselves, our evaluation of self-worth, and our perceived judgment by others	
	3) self-identity: how we identify ourselves, our personal uniqueness, and our association with others	
✓	2. Appreciate your personal worth and importance	
	a. accept your personal perspective on life	
	b. judge your personal strengths and weaknesses	
	c. recognize your uniqueness as a person	
✓	3. Develop your self-esteem	PDH2-12-M1
	a. focus on positive characteristics and traits	
	b. accept praise and criticism and build upon them	
	c. develop new interests by becoming involved with people and activities	
✓	4. Promote your self-sufficiency	
	a. exhibit independence	
	1) demonstrate responsible behavior	
	2) take control of personal life	
	3) find time to be alone to relax, dream, think, plan, and work	
	b. develop yourself into your own personal resource	
	1) learn to make decisions	
	2) learn to solve problems	

            3) learn to manage one's life
        c. know when and how to ask for help
    5. Demonstrate your maturity PDH2-12-K2
        a. treat others with respect and consideration
        b. think before acting
        c. set goals and work to achieve them
        d. accept responsibility and consequences for actions
        e. display ability to adapt to change
        f. form knowledgeable opinions
    6. Recharge yourself through self-renewal
✓   a. practice self-talk
            1) talk to yourself in a positive manner
            2) promote an "I CAN" attitude
            3) program yourself for specific predetermined results
            4) repeat desired outcome over and over in your mind
✓   b. employ visualization
            1) use imagination to form mental picture of achievement
            2) program subconscious mind for specific results
            3) reinforce mental image through selection and display of photographs or pictures of desired goal or personality change
        c. state affirmations
            1) formulate written or verbal statements confirming a goal or action as if already achieved
            2) transmit verbal impressions into subconscious mind
B. Practicing Communication PDH2-10-M3
✓   1. Review the communication process
        a. begin communication with the sender, the source of the message
        b. formulate ideas and thoughts into words or actions (encoding)
        c. transmit verbal or nonverbal message LA2-8, 10, 12-C1
        d. translate message (decoding) LA2-8-D1
        e. complete communication with receiver interpreting and providing feedback
    2. Encourage two-way communication
        a. evaluate message through feedback LA2-8, 10-F2
            1) sender and receiver switch roles
            2) original sender interprets accuracy of communication
        b. avoid distractions (noise) during transmission of message LA2-8, 10-F4

1) conversations nearby

2) movement or activity in the area

3) noise in the environment

c. improve effectiveness and accuracy through listening and questioning LA6-10-C1

3. Develop listening skills

✓ a. identify ways communication is achieved

1) forty percent of time spent listening

2) thirty-five percent of time spent speaking

3) fifteen percent of time spent reading

4) ten percent of time spent writing

✓ b. recognize the problems that interfere with concentration LA2-8, 10-F3

1) speech occurs at a slower rate of words per minute than an individual is capable of listening

2) listeners become lazy and inattentive due to speaking and listening differential

3) listeners remember approximately fifty percent immediately after hearing message

4) listeners retain about twenty-five percent of message after forty-eight hours

✓ c. practice ways to improve active listening.. LA2-10, 12-B1

1) repeat information LA2-10, 12-F1

2) paraphrase speaker's words LA4-8-D1

3) clarify by questioning

4) summarize conversation mentally and/or verbally

5) tolerate silence

✓ 4. Elicit information through questioning.. LA2-8, 10, 12-D1

a. encourage longer responses LA 2-8, 10, 12-F1

1) avoid "yes/no" answers LA6-10-C1

2) discourage one-word or short-phrase responses

b. space questions intermittently

1) avoid interrogation

2) allow time to think and respond

3) encourage elaboration

c. ask short, simple questions

1) avoid two-part questions

2) discourage long, hard-to-remember questions

- d. seek nonbiased responses
  - 1) refrain from putting words into another's mouth
  - 2) avoid predetermining what others think
  - 3) allow true feelings to be expressed

C. Projecting a Positive Image

1. Realize the importance of nonverbal communication LA2-8, 10, 12-C1
   - a. read body language
     - 1) eye focus and movement
     - 2) posture
     - 3) facial expressions
   - ✓ b. interpret appearance
     - 1) grooming habits
     - 2) clothing selection and care
   - c. evaluate personal behavior
     - 1) manners
     - 2) actions
     - 3) attitude
   - d. analyze voice
     - 1) intonation
     - 2) manner of speaking
     - 3) language usage
2. ✓ Recognize the need for personal space
   - a. imagine an invisible bubble of space surrounding a person
     - 1) known as the comfort zone
     - 2) the size is determined by a person's cultural background, emotional state, and/or stage in the life cycle
   - b. acknowledge that the bubble expands or contracts in size depending upon the occasion and number of people present
   - c. permit little or limited intrusion of space
   - d. expect feelings of discomfort when bubble is penetrated
   - e. distinguish invasion of space by senses such as noise, smell, and temperature
3. ✓ Perceive gender differences PDH2-8-M1
   - a. acknowledge stereotyping of individuals into male and female roles
   - b. recognize behaviors and actions are communicated differently according to gender
   - c. realize tendency to self-label
   - d. identify how an individual's culture influences perception

II. IDENTIFYING FACTORS THAT INFLUENCE DECISIONS PDH2-8-K3

- A. Recognizing the Role of Needs and Wants SS5-8, 10-D2
  - 1. Distinguish between a need and a want
    - a. recognize a need as essential for physical and mental health
    - b. acknowledge a want as a learned desire
  - ✓ 2. Evaluate needs and wants according to personal values SS3-12-C2 SS5-10-K1
    - a. define a value as a worthwhile belief.. SS5-10-K2
    - b. determine the worth of a value through reasoning
    - c. form value judgments when selecting products, services, and ideas
    - d. realize people have differing values
    - e. alter values because of circumstances
      - 1) life cycle
      - 2) positive and negative experiences
      - 3) available resources
    - f. identify tradeoffs which may be necessary PDH2-8-K4
      - 1) advantages versus disadvantages
      - 2) money versus time
      - 3) quality versus price
  - ✓ 3. Identify Abraham Maslow's Hierarchy of Needs PDH2-8-K1
    - a. prioritize human needs by arranging them in the shape of a pyramid PDH2-12-M1
    - b. satisfy lower level needs before progressing to higher level needs
    - c. achieve full potential by reaching and meeting needs at the top
    - d. fulfill needs at several levels at same time
    - e. originate hierarchy at lower levels with fundamental needs
      - 1) physical needs: to satisfy hunger, thirst, and need for oxygen
      - 2) safety and security needs: to feel secure, safe, and free from danger
    - f. advance to psychological needs PDH2-10-Q3
      - 1) love and acceptance needs: to gain affection and support, to be praised, and to be accepted by others SS3-12-D1
      - 2) esteem needs: to achieve and be competent; to gain approval, respect, and recognition
    - g. reach the top with self-actualization needs
      - 1) fulfillment needs: to be the best you can be; to achieve pride and self-respect
      - 2) individual expression despite social pressures
  - ✓ 4. Identify home economics examples with levels of Maslow's Hierarchy PDH2-8-K3

SS5-10-M2

- a. obtain nourishment
    - 1) curb hunger to survive
    - 2) insure safe and wholesome products
    - 3) fulfill a social need for love and acceptance
    - 4) display status and prestige in food choice
    - 5) communicate individual preference
- b. select apparel
    - 1) regulate body temperature
    - 2) provide safety and security
    - 3) seek acceptance
    - 4) demonstrate prestige in clothing choice
    - 5) express personality through individualism
- c. choose environment and accessories
    - 1) provide shelter from environment
    - 2) seek safety and security from harm
    - 3) communicate belonging
    - 4) convey influential lifestyle
    - 5) exhibit individualism
- d. focus on the person
    - 1) provide space for the individual
    - 2) analyze facts and fallacies regarding safety and security
    - 3) cultivate interpersonal relationships
    - 4) determine desired image
    - 5) improve lives of others

B. Acknowledging Family Heritage SS4-8-E3

✓ 1. Define cultural terminology SS2-12-G1

- a. identify custom: a group's habitual or usual way of behaving or making choices SS2-12-G2 SS3-8, 10, 12-H1
    - 1) language
    - 2) nourishment
    - 3) apparel
    - 4) environment
    - 5) entertainment
    - 6) ritual
- b. explain value: something the group believes in or feels is important

c. recognize tradition: custom or value handed down to and followed by the next generation

d. appreciate culture: customs and values that identify a group and make it distinct from other groups

e. perceive ethnicity: characteristics of a group or nationality that retains part or all of its customs, values, or language while living in another culture

f. acknowledge heritage: sum total of history, customs, and values which an individual receives by virtue of being born into a certain cultural group

✓ 2. Focus on ethnic background SS4-8-D1

a. select, prepare, and serve food according to family customs and traditions

1) recipes

2) ingredients

3) preparation techniques

4) holidays and special occasions

b. recognize cultural influences that affect apparel and accessory selection

1) holidays or special occasions

2) social position and proper dress

c. appreciate desire to remain in familiar surroundings

1) ethnic communities

2) neighborhoods

3. Acknowledge religious influences.. SS4-8-I1

a. recognize certain religious customs regarding food and eating habits SS4-10-G1

1) symbolism

2) dietary laws

b. recognize apparel and accessories selected and worn for religious beliefs or ritual occasions

1) symbols of protection or security

2) attire as adornment

4. Appreciate regional patterns

a. recognize foods associated with different regions of the country

b. identify influence of a region's location and climate upon apparel selections

c. denote housing styles associated with region

C. Dealing with Peer Pressure PDH2-8-I1
SS5-12-H1

✓ 1. Define peer pressure SS5-10-E4

a. realize the influence of friends and others of a similar age SS3-8-D1

b. perceive as good or bad depending upon how an individual is affected and how an individual handles it SS5-10, 12-K1
   1) builds self-image if it adds to self-respect
   2) lowers self-esteem if it goes against value system
c. recognize positive functions of peer groups
   1) companionship
   2) acceptance
   3) independence
d. beware of negative aspects of peer pressure
   1) rejection
   2) neglect
   3) conflict

✓ 2. Acknowledge the pressure to conform SS5-10-M2
   a. follow peers' likes and dislikes in selecting food and entertainment SS5-12-C1
   b. dress in similar style as peers
      1) fad or trend
      2) fashion
   c. adhere to rules and regulations of authority figures such as parents, teachers, and employers
   d. decorate, build, or live in environment standardized by peer influence
      1) location or neighborhood
      2) lot or dwelling size
      3) construction materials
      4) furnishings and accessories

3. Distinguish role expectations SS5-10-E2
   a. dress for the role
      1) recognized and acceptable apparel for school
      2) appropriate attire for special events
      3) uniforms for specific occupations
   b. behave according to prescribed role
      1) stereotype mannerisms
      2) gender expectations

4. Perceive peer group as a means of achieving status SS5-8, 10-D1
   a. participate in peer-approved social activities
      1) athletics
      2) the arts

3) clubs and organizations

b. recognize conspicuous consumption SS4-8-J2

1) name brands versus generic brands

2) expensive consumer products

3) "flashy" transportation

4) "socially correct" schools

5) prestigious living environment

D. Judging the Impact of Advertising SS5-8-B3 BPS2-10-E1

1. Persuades people to buy products, services, or ideas SS3-12-11

2. Reaches consumers through variety of media SS4-8-J1

a. newspapers and magazines

b. radio, television, and videos

c. direct mail and telemarketing

d. product packaging and labels

e. billboards and neon signs

f. flyers, posters, placards

g. telephone directories

h. window and free-standing displays

i. business publications

j. products worn or used by celebrities

k. loudspeakers

3. Offers advantages BPS2-8-E3

a. provides information regarding product, service, or idea

b. gives opportunity for comparison shopping

c. saves time in weighing alternatives

d. helps maintain quality and accountability of products by advertisers

e. promotes competition, often resulting in lower prices and better values

f. stimulates the economy through flow of money, goods, and services

4. Recognizes disadvantages

a. persuades individuals to buy items not really needed

b. raises prices because media costs must be included in costs of production

c. may give misleading information

5. Uses a variety of approaches and appeals PDH3-8-E2

a. dwells on repetition PDH3-8-E4

1) creates familiarity and recognition in the mind PDH3-12-E1

   - 2) makes use of slogans, musical tunes, and jingles
- b. promotes conformity
    - 1) advocates using since others in group do so
    - 2) promotes being a part of or keeping up with others in the group
- c. encourages imitation or image building
    - 1) appeals to need for self-esteem
    - 2) promises attractiveness, popularity, and success
    - 3) uses testimonials by well-known persons
- d. identifies through association
    - 1) links product or service with something already known and liked
    - 2) capitalizes on something viewer has recently observed
- e. perceives through emotional appeal
    - 1) affects greatest number of people
    - 2) appeals to pride, humor, and anger
    - 3) focuses on need for love and belonging
    - 4) promotes feelings of guilt or shame if not purchased
- f. employs scare technique
    - 1) worries or frightens consumers into buying goods or services to ease fears
    - 2) solves embarrassing or disastrous situations by encouraging product purchase
- g. focuses on status needs
    - 1) appeals to human need to stand out or be different
    - 2) implies that only those who are superior buy such a product
    - 3) promotes a high- or low-quality product that is more expensive than the competition
- h. relates to intellect
    - 1) appeals to reason or intelligence
    - 2) may include statistics, medical findings, or professional endorsements
    - 3) asserts user will be more educated or better informed
- i. associates product with economics
    - 1) compares price to value
    - 2) offers general and unsupported statements
- j. promotes comfort and enjoyment
    - 1) promises physical enjoyment and well-being
    - 2) may have indirect bearing on the product or service

3) appears relevant to the product or service, whether claims are true or false

E. Interpreting Legislation and Authority

✓ 1. Realize that certain laws and authority figures define, alter, or eliminate decision-making SS5-8-E4

2. Examine legislation upholding consumer rights PDH3-8-F2

a. acknowledge the right to safety SS5-10-G2

1) mislabeled and unsafe food, drinks, and drugs are outlawed by the Federal Food, Drug, and Cosmetic Act SS5-12-D2

2) sale of potentially hazardous toys is banned by the Child Protection Act

b. recognize the right to be informed

1) textile fabrics and products must have labels that state the type and weight of fibers used, manufacturer, and country of origin according to the Textile Fiber Products Identification Act

2) full disclosure of credit and loan terms and rates are required by Truth-in-Lending Act

c. perceive the right to choose

1) unfair methods of competition and misleading advertising are prohibited by the Federal Trade Commission Act

2) credit cannot be denied because of race, sex, marital status, national origin, religion, or age as ruled by the Equal Credit Opportunity Act

d. realize the right to be heard

1) consumer has a right to examine and respond to credit rating information according to the Fair Credit Reporting Act

2) the first amendment of the U.S. Constitution's Bill of Rights provides individuals with the right to express opinions

3. Acknowledge an individual's responsibilities as a consumer SS5-12-D2

a. use products in a safe and responsible manner according to manufacturer's instructions

b. retain sales receipts and warranties for future reference

c. be willing to pay a fair price for quality

d. patronize reputable dealers offering quality products and dependable service

e. evaluate products and services prior to purchase SS5-12-B1 PDH3-12-E2

1) read product information SS5-8-G2

2) talk to other users

3) utilize the decision-making process

    f. take time to express positive and negative opinions
        1) speak out
        2) call
        3) write
        4) document
        5) follow up

4. Deal with authority figures at home, school, and work

    a. recognize the authoritarian
        1) head of the family, group, or company
        2) influential in decision-making
        3) strict disciplinarian
    b. acknowledge the permissive
        1) unstructured leader
        2) encourages creativity and freedom
        3) laissez-faire attitude
    c. appreciate the democratic
        1) flexible leader
        2) delegates responsibilities to best equipped individual
        3) morale booster

F. Addressing the Role of Technology BPS2-8-C3
BPS2-10-A1
SS4-8-J2

1. Acknowledge development of numerous standardized products SS1-10-02

    a. enables purchase of goods by people of all income levels BPS2-8-D1
        1) decreases cost of food, clothing, and housing through mass production
        2) allows a variety of foods to be available year-round through high-speed transportation
        3) delivers consumer goods by mass transit to all parts of the country and world
        4) encourages needs and wants for consumer goods through mass media

✓ 2. Creates expectation for consistency and uniformity

    a. communicates brands and trademarks as quality indicators
    b. translates to conformity
        1) tract homes
        2) fast foods
        3) clothing styles
        4) toys and games

        5) franchise businesses
        6) mass media programming and layout
  3. Promotes safety and sanitation
    a. utilizes refrigeration, freezing, and packaging of foods
    b. legislates use of flame-retardant textiles
    c. creates innovative packaging
        1) plastic versus glass
        2) tamper-resistant containers
        3) aseptic packaging
    d. designs furniture and equipment
        1) child restraint seats
        2) automatic shut-off appliances
        3) home security systems
        4) special needs apparel, equipment, and supplies
4. Recognize emphasis on materialism rather than human qualities BPS2-10-H4
    a. regard more as better
    b. perceive new as quality
    c. consider convenience a necessity
5. Identify speed and efficiency of products and services
    a. purchase convenience foods
    b. utilize automatic teller machines
    c. select fuel economy cars
    d. enjoy satellite communications
    e. expect quick services
        1) one-hour film development
        2) timed-meal service
        3) drive-through businesses
        4) toll-free, 1-800, telephone connections

G. Relying Upon Yourself as a Resource M7-8, 10-E4
  1. Access personal knowledge and skills
    a. draw upon previously learned information
    b. utilize learned skills
        1) select, prepare, and serve food
        2) coordinate and select clothing
        3) communicate effectively with others
        4) design and decorate living space

c. exercise creativity to plan for the new and unexpected SS5-10-H2

2. Consider time and energy
   a. be realistic about time needed to perform activities M1-8-H2
      1) schedule according to priorities
      2) dovetail two or more tasks
   b. combine mental and physical energy to accomplish a task
      1) recognize individual's span of peak energy
      2) promote synergy by cooperating and working with others
3. Determine finances available M1-8-H1
   a. accept responsibility for fixed expenses M1-12-H2
      1) insurance SS5-12-C1
      2) mortgage or rent SS5-12-M1
      3) utilities
      4) transportation costs
   b. recognize the role of cash-flow
   c. be aware of financial pitfalls
      1) credit and borrowing abuse
      2) installment payment plans
      3) hidden costs
      4) credit card dangers
   d. consider cost per use versus initial purchase price
   ✓ e. define quality and value for the dollar
4. Draw upon and trust memories and emotions PDH2-8-K3
   a. remember pleasant and unpleasant experiences and interactions PDH2-10-K2
      1) associate certain foods with specific occasions SS3-12-C1
      2) remember past social relationships
      3) surround with color for apparel, living space, and personal products to reflect an individual's culture and personality
   b. explain positive and negative actions and reactions
      1) expressing love
      2) under- and overeating
      3) spending on consumer purchases
   c. distinguish between constructive and destructive habits
      1) eat same foods habitually
      2) select same brands without thinking
      3) prefer neighborhoods with people of common interests

III. ADJUSTING TO DEALING WITH AN INFORMATIONAL SOCIETY

A. Taking Responsibility for Decisions

✓ 1. Avoid making simple decisions using common methods
   - a. act without planning: impulse
   - b. repeat without thinking: habit
   - c. follow examples of others: imitation
   - d. leave the answer to chance: coin toss
   - e. stumble into decision by taking no action: default

✓ 2. Utilize the decision-making process to deal with more complex problems SS5-8-A1
   - a. define problem
   - b. gather information
   - c. weigh alternatives
   - d. make decision
   - e. evaluate decision

✓ 3. Determine goals and formulate a plan of action M7-8, 10, 12-E4
   - a. write goals SS5-12-A2
     - 1) specific
     - 2) positive
     - 3) believable
     - 4) achievable
     - 5) ethical
   - b. prioritize goals according to importance
   - c. create a plan of action being realistic regarding personal time, energy, talents, and abilities
   - d. acknowledge resources available
     - 1) personal knowledge and skills
     - 2) money
     - 3) community resources

4. Place plan into action PDH2-10-K6
   - a. be willing to take risks
   - b. accept responsibility for personal behavior
   - c. pinpoint and deal with obstacles and roadblocks
   - d. consider interpersonal relationships
     - 1) respect opinions of others
     - 2) be willing to compromise or negotiate
     - 3) practice patience and understanding

- 4) build trust
- 5) incorporate honesty and reliability

5. Evaluate the success of the plan M7-8, 10-E6
SS5-12-C1

✓ 6. Realize all decisions have consequences PDH2-10-K6

- a. anticipate effect upon self, family, and others
- b. be aware of effect upon environment
- c. consider the long- and short-range ramifications
- d. realize person who anticipates results has better control of situation

B. Recognizing the Role of Systems Thinking

1. Distinguish between linear thinking and systems thinking
    - a. acknowledge linear thinking
        - 1) simplistic view of things one at a time
        - 2) cause-and-effect chain reaction
        - 3) one cause has one effect
        - 4) effect of one cause becomes the cause of another
        - 5) "If . . . then" framework
    - b. focus on systems thinking
        - 1) way of thinking about complex problems and events
        - 2) the big picture view—seeing several things at once
        - 3) holistic approach—seeing units instead of separate parts
        - 4) many causes and effects surround a single problem
        - 5) concern for effect of parts upon the whole

✓ 2. Describe a system

- a. made up of objects and events related in purpose and dependent on each other to function BPS1-10-D4
    - 1) interrelated
    - 2) interconnected
    - 3) interdependent
- b. identify it by its purpose or goal
    - 1) to maintain and keep itself going
    - 2) all parts must work together to achieve goals
- c. visualize in the mind
    - 1) symbols used to represent ideas
    - 2) every system is a part of a larger system
    - 3) mental boundaries separate one system from another

d. recognize many types of systems
   1) physical system: nonliving chemical elements and physical forces
   2) natural system: life space or habitat of living species
   3) ecosystem: natural system and living system studied as a unit BPS1-12-E2
   4) social system: interacting human beings such as clans, tribes, families
   5) economic system: regulation of production and distribution of goods and services
   6) political system: control of distribution and exercise of power
   7) technological system: products of human invention
   8) transportation system: movement of people and goods
   9) education system: various subject matter, people, buildings, and transportation related to providing knowledge and skills

e. realize a person's possessions and experiences can be part of more than one system
   1) person: part of home economics education system and the work employment system
   2) school bus: part of transportation system and the education system

✓ 3. Decipher how a system functions

a. activate the system with inputs.. BPS1-12-M3
   1) called stimulus
   2) may come from outside or within the system

b. respond by processing the input
   1) called throughputs
   2) change or act upon input

c. leave system as an output
   1) changed input
   2) used input
   3) result of response to input

d. depend upon feedback to inform system of goal progress or achievement
   1) feedback loop: output returns as input
   2) positive feedback: "yes" message tells system to continue on or that goal has been reached
   3) negative feedback: "no" message informs system to change

e. determine a system's interface
   1) place where boundary of one system meets the boundary of another system

            2) point where transactions or exchanges of energy and information take place
            3) everything outside the system(s) is called environment
    4. Maintain the system
        a. achieve equilibrium by balancing inputs and outputs
            1) each part connected to others
            2) movement or change in one causes position change of another
            3) whole remains same despite interaction
        b. recognize stress as system overload PDH2-8, 10-V2
            1) too many inputs for system to handle
            2) inputs coming too quickly to be processed efficiently
            3) extreme stress ends in disequilibrium and breakdown of whole system PDH2-8-J2
        c. restore equilibrium PDH2-10-J3
            1) behavior adjustments
            2) external intervention
        d. apply systems thinking to everyday life
            1) problems analyzed by seeing all the related parts
            2) opportunity for individual to choose to change

C. Developing Personal Wellness PDH2-8-K3

✓ 1. Explore the six dimensions of wellness SS2-8-Q1
    a. develop physical dimension through knowledge of nutrition, food selection, and fitness PDH1-8-A1
    PDH1-8-E3
    SS2-8-H1
    b. recognize emotional dimension through self-evaluation and interaction to provide awareness and acceptance of feelings PDH2-8-M3
    SS3-12-D1
    c. promote social dimension through study of and interaction with family, community, and environment SS3-12-D2
    SS3-12-H1
    d. enhance intellectual dimension by using available resources to expand knowledge and engage in creative, stimulating mental activities SS3-12-B1

        e. acknowledge spiritual dimension through reflection and socialization to provide meaning and purpose for life SS3-8-B3
        f. expand occupational dimension through work attitudes and skills learned and applied at home, school, and work SS5-10-J1
    2. Coordinate the six dimensions of wellness PDH2-10-E4
        a. balance inputs and outputs of dimensions for equilibrium PDH2-10-J3
        b. control and adjust inputs as needed to reduce stress
        c. adjust behavior by responding to feedback
        d. seek intervention when necessary
            1) self-help
            2) support groups
            3) professional advice
            4) legislative action

D. Managing Yourself for Independence PDH2-12-M1

✓ 1. Move from coping to resourcefulness
        a. getting by: coping
        b. hanging on: surviving
        c. create solutions and options: resourcefulness
    2. Identify causes of stress PDH2-8-12
        a. perceive emotions: fears, anxieties, worry, shame, guilt
        b. acknowledge changes in family situations: births, sibling rivalry, divorce, illness, death
        c. observe social behaviors—interpersonal relationships
        d. realize work challenges: anticipated and imposed changes, demands, expectations
        e. examine personal physical conditions: lack of sleep, inadequate diet, injury, long- or short-term disorders
        f. recognize environmental concerns: noise, pollution, temperature, space, technology
    3. Utilize techniques to handle stress
        a. employ mental stress reduction techniques PDH2-10-J3
            1) pinpoint the cause PDH2-12-K1
            2) rearrange priorities
            3) substitute positive thoughts for negative
            4) forgive self and others
            5) refrain from self-pity

      - 6) plan ahead
      - 7) say "I'm in charge."
      - 8) avoid procrastination
    - b. practice physical stress reduction techniques PDH2-10-J3 PDH2-12-K1
      - 1) exercise
      - 2) smile: reduces anger and disarms others
      - 3) draw slow, deep breaths
      - 4) take breaks from work
      - 5) laugh
      - 6) talk out problems
      - 7) build trusting relationships
      - 8) delegate or share responsibilities

- E. Cultivating Interpersonal Relationships.. SS5-10-E2
  - 1. Identify individual personality styles
    - a. recognize drivers
      - 1) opinionated
      - 2) self-disciplined
      - 3) take-charge person
      - 4) dedicated to work
      - 5) dominates in group situations
    - b. recognize amiables
      - 1) diplomatic
      - 2) empathetic
      - 3) go-along person
      - 4) dependable at work
      - 5) overly concerned about details
    - c. recognize analyticals
      - 1) pessimistic
      - 2) self-sacrificing
      - 3) poised person
      - 4) loyal to work
      - 5) demands perfection from group
    - d. recognize expressives
      - 1) optimistic
      - 2) curious
      - 3) outgoing person

    4) enthusiastic about work
    5) takes on too many projects
2. Promote interdependence PDH2-12-K2
   a. acknowledge no person as completely self-sufficient SS5-10-E3
   b. realize an individual is dependent on and affected by others SS5-10-L2
   c. establish networking
      1) form contacts
      2) share and receive information
      3) support common interests
3. Display cooperation and commitment
   a. consider needs of others as well as one's own
   b. share abilities and skills
   c. accept help from others when needed
   d. help others make decisions
   e. channel emotions constructively
   f. experience a sense of belonging
4. Accept blame and criticism when appropriate
   a. explain actions and apologize
   b. utilize constructive criticism
   c. adjust to negative feedback
5. Employ negotiation and compromise SS5-8, 10-L2
   a. explore more than one option SS5-8, 10, 12-L1
   b. be accepting of others to appreciate differences SS5-10-L3
   c. separate personalities from the problem
   d. allow ethics to guide choices
   e. give as well as take
   f. promote "win-win" solutions

F. Developing Leadership Skills for Home, School, and Work PDH2-12-K2 SS3-8-D1 SS5-10-E1
1. Define leadership PDH6-12-J3
   a. influence and direct others toward a specified goal
   b. accomplish by earning other's respect, confidence, loyalty, and cooperation
   c. accept accountability
2. Identify kinds of leaders
   a. elect or appoint to an office: chosen leader

b. fill position when no one else is qualified or willing to take on the job: assumed leader

3. Recognize personal leadership attributes SS5-8-12
    - a. display appropriate grooming and apparel
    - b. project a positive attitude
        - 1) courteous, patient, and cooperative
        - 2) loyal and proud
    - c. demonstrate appropriate behavior
        - 1) self-control
        - 2) open communication
    - d. practice sound management skills
        - 1) acknowledge time, energy, and personal abilities and limitations
        - 2) be willing to reschedule to accommodate priorities
        - 3) communicate "yes/no" at appropriate times
4. Perceive group goals
    - a. promote team work
    - b. encourage cooperative decision making and problem solving
5. Motivate the group PDH2-12-K1
    - a. have empathy for team members SS5-10-E2
        - 1) feel what another is feeling
        - 2) be friendly and upbeat
        - 3) treat others with courtesy, tact, dignity, and respect
    - b. project leader's enthusiasm
        - 1) transfer to members
        - 2) encourage positive, eager participants
    - c. use persuasion rather than power
    - d. recognize and praise worker efforts
        - 1) public recognition
        - 2) private praise or reprimand when appropriate
6. Set an example
    - a. carry fair share of the load
    - b. promote cooperation
7. Handle problems SS5-8-A2
    - a. confront problem PDH2-10-K6
        - 1) define problem in detail SS5-10-L2
        - 2) involve entire group when appropriate

3) handle individual problems separately
4) discuss facts in calm, collected manner
5) focus on the problem and not the personality
b. ask for ideas to solve problem
c. make a decision
8. Manage group's resources
a. recognize ideas, talents, and diverse skills of individual group members
b. match activities to individuals
1) interests
2) capabilities
3) growth potential
c. encourage member participation
1) supervise dominant members
2) encourage insecure members to participate
9. Build morale
a. keep members involved
1) give responsibility
2) build member's self-esteem
3) encourage diverse suggestions
4) accept and try suggestions
5) reward contributions
b. solicit and encourage new members
10. Work with committees
a. appoint committees
1) select members with a balance of personalities, abilities, and interests
2) relinquish decision-making power to group
b. guide committee work
1) clarify goals
2) encourage diverse opinions
3) involve others in decision-making
G. Enhancing Personal Job Qualifications.. SS5-8, 10-J1
1. Expect lifelong learning for personal growth SS5-8-J2
a. expand knowledge through reading and research SS5-8-11
b. practice communication skills
c. develop computer skills
d. complete homework and class assignments

      1) seek help when necessary
      2) practice and look for ways to sharpen basic skills
      3) meet assigned deadlines
   e. participate in classroom activities
      1) join in teacher-student discussions
      2) ask questions
      3) cooperate with peers
   f. enroll in courses which offer specialized skills
   g. consider advanced education

2. Gain experience to enhance aptitudes and skills
   a. use work permits
   b. seek out private jobs
   c. become involved in volunteer work
   d. start your own business
   e. participate in school sponsored work programs
3. Develop personal qualities
   a. be honest in filling out applications
   b. arrive on time for interviews
   c. demonstrate appropriate grooming and dress
   d. communicate clearly and intelligently
   e. anticipate questions
   f. appear friendly, enthusiastic, energetic and positive
   g. be knowledgeable about position and/or organization
   h. ask interviewer questions
4. Seek advice from reliable sources SS3-12-G2
   a. network through friends and relatives
   b. talk to guidance counselors and teachers
   c. check bulletin boards and store windows
   d. read newspaper advertisements
   e. register with reputable placement services
5. Comprehend employer's expectations PDH2-12-A1
   a. be on time for work SS5-8-12
      1) be conscientious and dependable SS5-10-J3
   b. know who's in charge
      1) recognize organizational structure
      2) place first priority on supervisor's requests

        3) follow chain of command to resolve differences
        4) know who handles personnel problems
    c. separate personal life from work
        1) realize attitudes affect customers and coworkers
        2) refrain from sharing personal problems on work time
        3) do not allow your social life to interfere with work
    d. be well-groomed
        1) remember employees represent the company to the public
        2) inspire confidence in others through professional appearance
        3) exhibit respect for oneself and the job
    e. expect to work your way up
        1) be willing, as a new employee, to do the least pleasant tasks
        2) accept responsibility as a means to promotion
        3) practice workplace standards
    f. sharpen communication skills
        1) listen attentively
        2) practice oral and written communication skills
        3) think before talking and speak clearly
    g. cooperate with coworkers.. SS5-10-E3
        1) work as a team to increase productivity
        2) build positive morale and high team spirit
    h. request help when needed
        1) ask for further information
        2) seek clarification
        3) identify human and nonhuman resources
    i. learn how the company operates.. SS5-10-C1
        1) look beyond the job and view the company as a system
        2) interrelate with other areas of the company
        3) determine whether company's values match your personal values
    j. accept extra assignments
        1) enhance personal experience and knowledge
        2) support employer's goals with reliability and pride in performance

6. Expect certain responsibilities from employer.. SS5-12-11
    a. receive pay for services
    b. provide a safe workplace
    c. give proper training

- d. supervise performance
- e. receive fair treatment
- f. share workload when necessary
- g. practice honesty and loyalty
- h. provide employee support

H. Exploring Job/Career Opportunities Utilizing Interpersonal Relationships and Home Economics Knowledge and Skills SS5-10-11

1. Recognize examples of child-related occupations SS5-10-12
   - a. relating to child care SS5-10-J3
     - 1) baby sitter
     - 2) nanny
     - 3) foster parent
     - 4) day-care worker
   - b. relating to education
     - 1) preschool aide, teacher, or director
     - 2) elementary, middle/junior high, or high school teacher, principal
     - 3) special education teacher
     - 4) Head Start teacher
   - c. relating to recreation
     - 1) camp counselor
     - 2) day camp coordinator
     - 3) community park worker
     - 4) coach
     - 5) YMCA or YWCA director
   - d. relating to government and private agencies
     - 1) halfway house aide, counselor, director
     - 2) pregnancy counselor
     - 3) house parent
     - 4) abuse counselor
     - 5) health department case worker
     - 6) probation officer
   - e. relating to mental/physical health PDH2-8, 10, 12-L1
     - 1) pediatrician
     - 2) nurse
     - 3) child psychiatrist
     - 4) physical therapist

2. Acknowledge examples of family-related occupations PDH2-8-N3
    a. relating to counseling PDH2-8-S2
        1) juvenile probation officer PDH2-10-N4
        2) family mediator
        3) education/career advisor
        4) financial counselor
        5) work adjustment training coordinator
    b. relating to crises PDH2-8-S3
        1) drug and alcohol rehabilitation
        2) suicide prevention counselor
        3) domestic violence mediator
        4) rape counselor
        5) rehabilitation worker
        6) AIDS counselor
        7) public health worker
    c. relating to the elderly
        1) nursing home aide or activities director
        2) retirement home administrator or public relations director
        3) senior citizen center recreation therapist or community service coordinator
3. Examine examples of interior furnishings-related occupations
    a. retail sales
        1) sales associate
        2) manufacturer's sales representative
        3) real estate agent
    b. design
        1) interior designer
        2) space planner
        3) contractor
        4) painter, wallpaper hanger, carpet layer
    c. construction and maintenance
        1) carpenter
        2) electrician
        3) plumber
        4) roofer
        5) sanitary engineer
4. Review examples of food and nutrition-related occupations

- a. management
  - 1) caterer
  - 2) restaurant manager
  - 3) test kitchen supervisor
  - 4) nutritionist
- b. institutions
  - 1) dining room and counter attendant
  - 2) school, retirement home, and hospital food service director
  - 3) clinical dietitian

5. Distinguish examples of consumer-related occupations PDH3-8-C2
   - a. public relations
     - 1) customer service representative
     - 2) advertising salesperson
     - 3) copywriter
     - 4) journalist
     - 5) editor
     - 6) photographer
   - b. health and cosmetic products
     - 1) cosmetologist
     - 2) color consultant
     - 3) make-up artist
     - 4) beautician
     - 5) barber
6. Cite examples of clothing and apparel-related occupations
   - a. sales
     - 1) retail salesperson
     - 2) buyer
     - 3) personal shopper
     - 4) management trainee
   - b. communications
     - 1) staff trainer
     - 2) merchandise display
     - 3) department manager
     - 4) sales associate
     - 5) designer
     - 6) curator

7. Recognize examples of hospitality and management-related occupations
    - a. food and beverage provisions
        - 1) sales and catering manager
        - 2) food stylist
        - 3) dietitian
        - 4) food demonstrator
    - b. hospitality
        - 1) maitre d'hotel
        - 2) motel, hotel, resort manager
        - 3) banquet/convention coordinator
        - 4) housekeeper
        - 5) cashier
        - 6) waiter or waitress
        - 7) host or hostess
    - c. services
        - 1) human resource manager
        - 2) home economist
        - 3) quality control specialist
        - 4) staff trainer
    - d. property
        - 1) real estate agent
        - 2) property manager
        - 3) landlord
        - 4) groundskeeper
        - 5) landscape developer
        - 6) environmentalist
    - e. finances
        - 1) loan officer
        - 2) financial advisor
        - 3) bank teller
        - 4) family money management counselor

DIMENSIONS FOR LIVING BIBLIOGRAPHY

American Home Economics Association. (1990). *Project taking charge*. Alexandria, VA: U. S. Government Printing Office. (teacher reference)

Bennett, P. D. (1988). *Marketing*. New York, NY: McGraw-Hill. (teacher reference)

Fedorko, L. (Ed.). (1986). *Psychology*. New York, NY: Random House. (student reference)

Fisher, R., & Brown, S. (1988). *Getting together*. Boston, MA: Houghton-Mifflin. (teacher reference)

Fisher, R., & Ury, W. (1981). *Getting to yes*. New York, NY: Penguin Books. (teacher reference)

Foster, J., Hogan, M., Herring, B., & Gieseking-Williams, A. (1985). *Creative living: Basic concepts in home economics* (3rd ed.). Peoria, IL: Bennett & McKnight. (student reference)

Hettler, B. (1984, March). The six dimensions of wellness. *J. C. Penney Forum*, pp.12-13. (teacher reference)

Indiana curriculum guide: Housing (Project Number 541-87-4810). (1988). Indianapolis: Indiana Commission on Vocational and Technical Education. (teacher reference)

Indiana curriculum guide: *Human development* (Project Number 541-87-4810). (1988). Indianapolis: Indiana Commission on Vocational and Technical Education. (teacher reference)

Indiana curriculum guide: Nutrition and food (Project Number 541-87-4810). (1988). Indianapolis: Indiana Commission on Vocational and Technical Education. (teacher reference)

Indiana curriculum guide: *Textiles and clothing* (Project Number 541-87-4810). (1988). Indianapolis: Indiana Commission on Vocational and Technical Education. (teacher reference)

Judge, S. (Ed.). (1988). *Life management*. Englewood Cliffs, NJ: Prentice Hall. (student reference)

Kendall, E. (1987). *Professional development in home economics*. New York, NY: Macmillan. (teacher reference)

Kentner, B. (1978). *Color me a season*. Concord, CA: Kenkra Publishers. (teacher reference)

Kowtaluk, H., & Kopan, A. (1990). *Food for today* (4th ed.). Mission Hills, CA: Glencoe Publishing. (student reference)

Kramer, P. (1983). *The dynamics of relationships*. Kensington, MD: Equal Partners. (teacher reference)

Largen, V. (1988). *Guide to good food*. South Holland, IL: Goodheart-Willcox. (student reference)

Lewis, E. L. (1980). *Housing decisions*. South Holland, IL: Goodheart-Willcox. (student reference)

Littrell, J. (1984). *From school to work*. South Holland, IL: Goodheart-Willcox. (student reference)

Lowenberg, M. (1979). *Food and people*. New York, NY: John Wiley & Sons. (teacher reference)

Mason, R., Rath, P., & Husted, S. (1986). *Marketing practices and principles* (4th ed.). New York, NY: McGraw-Hill. (student reference)

McCullough, M., Ziglar, Z., & McCullough, D. (1981). *"I can" course*. Carrollton, TX: Positive Life Attitudes for America. (teacher reference)

Medved, E. (1988). *The world of food*. Englewood Cliffs, NJ: Prentice Hall. (student reference)

Minnesota secondary home economics: Child development/parenting curriculum examples. (1987). White Bear Lake: Minnesota Department of Education. (teacher reference)

Moawad, B. (1984). *Unlocking your potential* (A/V program). West Tacoma, WA: Edge Learning Institute. (teacher reference)

Pederson, C., Wright, M., & Weitz, B. (1988). *Selling: Principles and methods* (9th ed.). Homewood, IL: Richard D. Irwin. (teacher reference)

Perrin, L. (Ed.). (1986). *Understanding psychology* (4th ed.). New York, NY: Random House. (student reference)

Naisbitt, J. (1990). *Megatrends 2000.* New York, NY: William Morrow. (teacher reference)

Resnick, H. (Ed.). (1985). *Changes: Becoming the best you can be.* Columbus, OH: The Quest National Center and Lions Clubs International. (student reference)

Satir, V. (1972). *Peoplemaking.* Palo Alto, CA: Science and Behavior Books. (teacher reference)

Smith, R. (Ed.). (1990, Summer/Fall). The new teens: What makes them different [special issue]. *Newsweek.* (teacher reference)

Smith, R. (Ed.). (1990, Winter/Spring). The 21st century family [special issue]. *Newsweek.* (teacher reference)

St. Marie, S. (1973). *Homes are for people* (pp. 179-182). New York, NY: Wiley. (teacher reference)

Steinmetz, S., Clavan, S., & Stein, K. (1990). *Marriage and family realities.* New York, NY: Harper & Row. (teacher reference)

Thompson, P., & Faiolo-Priest, T. (1990). *Lifeplans* (2nd ed.). Cincinnati, OH: South-Western Publishing. (student reference)

Thompson, P., & Jax, J. (1989). *Teens in action.* St. Paul, MN: EMC Publishing; Changing Times Education Service. (student reference)

Thompson, P., Jax, J., & Kiser, J. (1990). *Resources for living*. St. Paul, MN: EMC Publishing; Changing Times Education Service. (student reference)

Vanderhoff, M. (1981). *Clothes, clues, and careers*. Lexington, MA: Ginn. (student reference)

Vernon, A. (1988). *Foods*. St. Paul, MN: EMC Publishing; Changing Times Education Service. (student reference)

Willard, T. (Ed.). (1990, July/August). Nine forces reshaping America. *The Futurist*, pp. 9-16. (teacher reference)

Wiser, F. (1991). *Career directions*. St. Paul, MN: EMC Publishing; Changing Times Education Service. (student reference)

Wolfe, M. (1989). *Fashion!* South Holland, IL: Goodheart-Willcox. (student reference)

Wynder, E. (1981). *The book of health: Volume II*. New York, NY: Franklin Watts. (teacher reference)

Ziglar, Z. (1977). *See you at the top*. Gretna, LA: Pelican Publishing. (teacher reference)

DIMENSIONS FOR LIVING Teacher/Activities

Page

Activity Format DA-3

Decision-Making Process Worksheet DA-4

SELF-CONCEPT

I A 1 c Self-Concept is Composed of Three Aspects DA-5

I A 2 Appreciating Personal Worth and Importance DA-9

I A 3 Developing Self-Esteem DA-13

I A 4 Promoting Self-Sufficiency DA-17

I A 6 a Practicing Self-Talk DA-21

I A 6 b Employing Visualization DA-25

COMMUNICATION

I B 1 Reviewing the Communication Process DA-29

I B 3 a Identifying Ways Communication Is Achieved DA-33

I B 3 b Recognizing the Need for Concentration DA-37

I B 3 c Practicing Ways to Improve Active Listening DA-39

I B 4 Eliciting Information Through Questioning DA-43

POSITIVE IMAGE

I C 1 b Interpreting Appearance DA-47

I C 2 Recognizing the Need for Personal Space DA-49

I C 3 Perceiving Gender Differences DA-51

NEEDS AND WANTS

II A 2 Evaluating Needs and Wants According to Personal Values DA-55

II A 3, 4 Identifying Abraham Maslow's Hierarchy of Needs and Integrating Home Economics Examples with Levels of Maslow's Hierarchy DA-57

FAMILY HERITAGE

II B 1 a-f Defining Cultural Terminology DA-61

II B 2 Focusing on Ethnic Backgrounds DA-65

PEER PRESSURE

II C 1 Defining Peer Pressure DA-69

II C 2 Acknowledging the Pressure to Conform DA-73

LEGISLATION AND AUTHORITY

II E 1 Realizing that Certain Laws and Authority Figures Define, Alter, or Eliminate Your Decision-Making DA-75

TECHNOLOGY

II F 2 Creating Expectations for Consistency and Uniformity DA-79

PERSONAL RESOURCES

II G 3 e Defining Quality and Value for the Dollar DA-83

DECISION-MAKING

III A 1 Making Simple Decisions Using Common Methods DA-87

III A 2 Utilizing the Decision-Making Process to Deal with More Complex Problems DA-91

III A 3 Determining Goals and Formulating a Plan of Action DA-93

III A 6 Realizing all Decisions Have Consequences DA-97

SYSTEMS THINKING

III B 2 Describing a System DA-101

III B 3 Deciphering How a System Functions DA-109

WELLNESS

III C 1 Exploring the Six Dimensions of Wellness DA-115

PERSONAL MANAGEMENT

III D 1 Moving from Coping to Resourcefulness DA-119

ACTIVITY FORMAT

COURSE TITLE
Topic
Outline Reference

TITLE: This duplicates the wording from the course content outline.

OBJECTIVES:	The first objectives identify knowledge students are expected to acquire. The remaining objectives emphasize skills incorporated throughout the activity. These skills were developed from the task lists.
MATERIALS:	Assemble and prepare all materials prior to beginning instruction. Materials used repeatedly are located at the beginning of the activities section.
INTRODUCTION:	This is an overview of the activity's content.
DIRECTIONS:	Suggested procedures for student to perform are included.
EVALUATION:	These are suggestions for determining the achievement of the objectives. The criteria for assigning grades is not included.

FHA-HERO:	This section suggests ways to incorporate the lesson's content into FHA-HERO activities and proficiency events.
TEACHER NOTES:	Additional ideas and suggestions for further application of the content are identified.
STATE GOALS:	If the activity is taught as written, the identified state goals will be met.

BEST COPY AVAILABLE

THE DECISION-MAKING PROCESS

Directions: Apply the steps in this process to make a decision.

1. **DEFINE PROBLEM:** Be specific and it will be easier to solve.

2. **GATHER INFORMATION:** Use a variety of resources.

3. **WEIGH ALTERNATIVES:** Consider pros and cons of each idea.

4. **MAKE DECISION:** Select decision which is best for you, others, and the environment.

5. **EVALUATE DECISION:** Judge the outcome and consider whether to repeat.

SELF-CONCEPT IS COMPOSED OF THREE ASPECTS

OBJECTIVES:

Define the components of self-concept.
Translate how self-concept influences each person as an individual, family member, and worker.
Relate to and communicate with others.

MATERIALS:

Components of Self-Concept transparency

INTRODUCTION:

Understanding our self-concept helps us to develop into well-functioning individuals, family members, and workers.

DIRECTIONS:

1. Discuss each part of the transparency. Encourage students to give examples for each of the components to explain how self-concept helps or hinders the individual.
2. Translate the information on the transparency to family and work-related situations by discussing the following questions:
   a. How does self-image help the individual as a family member? As a worker?
   b. Why is it important to have positive self-esteem when working with family members and co-workers?
   c. How do we promote self-identity in family members and co-workers?

EVALUATION:

Completed in Number 2 above.

FHA-HERO:

Encourage activities to promote the development of a positive self-concept.

TEACHER NOTES:

Building self-confidence is a continuous process; therefore, activities must be provided to encourage the students. A strong self-concept is basic for helping students to make wise decisions.

STATE GOALS:

SS3-12-C2; SS3-12-C3; PDH2-8-M2; PDH2-8-M3; PDH2-10,12-M1; PDH2-12-K1; PDH2-12-K2.

Transparency Master

COMPONENTS OF SELF-CONCEPT

SELF-IMAGE	SELF-ESTEEM	SELF-IDENTITY
The image aspect of oneself	The evaluative aspect of oneself	The identity aspect of oneself
How I see myself. How I imagine myself to be or to look. Role images I perceive.	How I judge myself. How I evaluate my self-worth (goodness, badness, worthiness, and others). How I think others might judge me.	How I am unique. Who or what I identify with. How I am like others. How others identify with me.

Courtesy of *Child Development/Parenting*,
Minnesota Curriculum Guide

APPRECIATING PERSONAL WORTH AND IMPORTANCE

OBJECTIVES:

Identify personal characteristics.
Determine ways in which an awareness of personal characteristics promotes individual growth, family membership, and worker productivity.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of **Accepting Myself** handout for each student

INTRODUCTION:

Focusing on our personal characteristics as individuals can help us to function better as individuals, family members, and workers.

DIRECTIONS:

1. Have each student complete all the sections of the handout.
2. Discuss the following:
   a. Why are each of the sections on the handout important for individual development?
   b. How do each of the sections influence family relationships?
   c. How do each of the sections influence workers on the job?

EVALUATION:

Write a paragraph describing how self-acceptance and recognition of strengths, weaknesses, and uniqueness promote personal growth, family relationships, and worker productivity.

FHA-HERO:

Examine strengths, weaknesses, and uniqueness of the officers and members. Determine who is best suited for specific committee assignments.

TEACHER NOTES:

If students have difficulty generalizing how the information applies to family and work situations, use specific examples to begin the discussion. If the students dwell on negatives, discuss how these can become positives.

STATE GOALS:

PDH2-10,12-M1; PDH2-8-M2; PDH2-12-K1; SS3-12-C3; SS5-8-I2; SS5-8-J2; LA1-8,10,12-G1; LA2-8-B2; LA2-10-B3; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; LA4-8-D1; LA4-8-D2 ; LA6-8-C2; LA6-10-C1; LA6-10-C2.

ACCEPTING MYSELF

These are the things I accept about myself:

These are my strengths:

These are my weaknesses:

These are the things that make me unique:

DEVELOPING SELF-ESTEEM

OBJECTIVES:

Identify examples of development that lead to positive self-esteem.
Read and follow directions.

MATERIALS:

One copy of **Shaping Up My Self-Esteem** worksheet for each student

INTRODUCTION:

Self-esteem develops through self-evaluation. By using self-analysis, it is possible to identify personal characteristics and build upon them over a period of time.

DIRECTIONS:

1. Define the words in bold on **Shaping Up My Self-Esteem** worksheet.
2. Complete the worksheet.

EVALUATION:

For each of the statements on the worksheet, write how the information helps you to develop self-esteem.

FHA-HERO:

Encourage the officers to practice giving and accepting praise and criticism to develop self-esteem in themselves and others.

TEACHER NOTES:

Role play praise and criticism to help students practice accepting and giving praise. Discuss how they feel after each role play.

STATE GOALS:

LA1-8,10,12-D1; LA1-8,10,12-G1; LA2-8,10-B2; LA2-8,10,12-D1; LA2-8-D2; LA2-10-B3; LA3-8,10-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; PDH2-8,10,12-K1; PDH2-10,12-M1; PDH-12-K2.

SHAPING UP MY SELF-ESTEEM

Worksheet

Directions: Complete the following statements as a way of examining your self-esteem.

1. My **positive characteristics** include . . .

2. I accept **praise** in the following ways . . .

3. I accept **criticism** in the following ways . . .

4. **Praise** and **criticism** help me to . . .

5. **Being involved** with people and activities helps me to . . .

6. Ways in which I treat others with **respect** and **consideration** include . . .

PROMOTING SELF-SUFFICIENCY

OBJECTIVES:

Define self-sufficiency.
Name examples explaining how self-sufficiency can be developed in each individual.
Read and follow directions.

MATERIALS:

One copy of the **Self-Sufficiency** worksheet for each student or group of students

INTRODUCTION:

A self-sufficient individual knows when and how to ask for help; the individual exhibits independence; and the individual develops himself or herself into a personal resource. Self-sufficiency is learned and developed through personal experiences at home, school, and work.

DIRECTIONS:

1. Distribute the **Self-Sufficiency** worksheet to each individual or to each group of students.
2. Define self-sufficiency by discussing the meanings of each of the topics on the worksheet. Include information from the content outline (I A 4 a-c).
3. Follow the directions on the worksheet.

EVALUATION:

List five examples of activities you perform at home or school which demonstrate your self-sufficiency.

FHA-HERO:

Discuss self-sufficiency as a basis for leadership.

TEACHER NOTES:

Invite an employer to class to discuss why self-sufficiency is important on the job.

STATE GOALS:

PDH2-10-K6; PDH2-10,12-M1; PDH2-12-K1; SS3-12-G2; SS5-8,10-I2; SS5-8,10,12-J1; SS5-8-J2.

SELF-SUFFICIENCY

Worksheet

Directions: The following are definitions of self-sufficiency. In each of the sections, write examples of ways in which you can develop your self-sufficiency.

Exhibit independence.

Develop yourself into a personal resource.

Know when and how to ask for help.

PRACTICING SELF-TALK

OBJECTIVES:

Give examples of self-talk.
Predict the benefits of using self-talk.
Relate to and communicate with others.

MATERIALS:

Self-Talk transparency
One copy of **Practicing Self-Talk Situations**

INTRODUCTION:

Self-talk helps you to accomplish goals, build self-esteem, and may serve as a basis for self-control.

DIRECTIONS:

1. Define self-talk by discussing the transparency.
2. Read each self-talk situation to the class or cut the situations apart and have students draw a situation and read it aloud.
3. Allow silence after each situation is read to have students practice self-talk.
4. Have students share their self-talk ideas to provide additional examples of ways in which individuals use self-talk. (If a student uses negative examples, take time to discuss how a negative could be converted into a positive example.)

EVALUATION:

Write five benefits to the individual of using self-talk.

FHA-HERO:

Teach the officers self-talk skills to help them work with individuals in the organization.

TEACHER NOTES:

Use personal examples of self-talk to help students see the benefits.
Take time for silence in other lessons for students to practice self-talk.
Determine how self-talk may be used in family and work situations.

STATE GOALS:

LA2-10,12-A1; LA2-8-A2; LA2-8-B2; LA2-8-C2; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3: LA2-8,10-F4; LA3-8,10,12-B1; LA3-8,10-C1; LA3-8,10,12-E1; LA4-8-A1; LA4-8,12-D1; LA4-8-D2; LA4-8,10-E; LA4-12-E2; LA6-8-C2; PDH2-12-K1; SS5-8,10-12; SS5-8-J2; SS5-8,10-L2.

SELF-TALK

Worksheet

TALK to yourself in a positive manner.

PROMOTE an "I Can" attitude.

PROGRAM yourself for specific predetermined results.

REPEAT desired outcome over and over in your mind.

PRACTICING SELF-TALK SITUATIONS

- You slam your fingers in the car door.
- You are running late, hurrying as fast as you can to get to the post office to mail an important package before closing.
- You feel very uptight before the test is passed out in class.
- You are waiting for the teacher to return the tests.
- You know you are late, and your parents will get after you when you come through the door.
- You completed your homework, but you misplaced it and cannot find it when it is time to go to school.
- You are going for your first job interview, and you want the job very much.
- You have to give a speech, and you are very nervous.
- Your friend constantly picks on you, and you are tired of the obnoxious behavior.
- Your friend constantly interrupts you when you are talking.
- Your parent is constantly telling you what to do.
- You are running in a race, and you are getting very tired, but you want to be the winner.
- You feel hungry, and you want to eat the entire bag of chips.
- Every time you go into the mall you head for the video game area.
- Your friends make fun of you for standing up for what you believe.

EMPLOYING VISUALIZATION

OBJECTIVES:

Determine how to practice visualization to improve self-concept.
Identify opportunities for employing visualization.
Relate to and communicate with others.

MATERIALS:

Visualization transparency
Magazines of interest to teenagers

INTRODUCTION:

Visualization means to picture ideas in your mind. These mental pictures represent a goal to work toward. Visualization also helps individuals feel good about themselves and work through problems and situations.

DIRECTIONS:

1. View the transparency and discuss how to practice visualization.
2. Close your eyes and visualize something you want to do or the person you want to become.
3. Think about these questions:
   a. What is necessary to achieve my goal?
   b. Will I need time? (pause) Help from my friends? (pause) Money? (pause) An education? (pause) Will I need to be alone? (pause) What plan of action is needed to accomplish my visualization? (pause)

EVALUATION:

Have each student select and mount a picture that represents a visualized goal.

1. Write a caption above the picture describing the goal.
2. Below the picture write a plan of action to follow in order to reach the visualized goal.

FHA-HERO:

Practice visualization when planning programs and activities.

TEACHER NOTES:

Incorporate the steps in the decision-making process as you discuss visualization.

STATE GOALS:

LA2-8-B1; LA2-10,12-B2; LA-8,10-F3; LA3-8,10,12-B1; LA3-8,10,12-E1.

VISUALIZATION

Reinforce mental image through selection and display of photos or pictures of the desired goal or personality change.

Use **IMAGINATION** to form a mental picture of achievement.

Program subconscious mind for specific results.

REVIEWING THE COMMUNICATION PROCESS

OBJECTIVES:

Identify the components of the communication process.
Analyze how the communication process functions.
Follow directions.

MATERIALS:

The Communication Process transparency

INTRODUCTION:

Communicating with others is essential. An understanding of the communication process helps individuals to relate to one another.

DIRECTIONS:

1. Reveal one section of the transparency at a time. Discuss the meaning of each of the words.
2. Invite two students to come to the front of the class to demonstrate the communication process. Identify one person as the sender and the other as the receiver.
   a. Give the sender time to formulate ideas and thoughts. He or she should jot down the intended message.
   b. Have the sender communicate the message nonverbally or verbally.
   c. Involve the remaining class members by having them write their translation of the message.
   d. Ask the receiver to provide feedback to the sender.
   e. Vote by a show of hands if the message received was interpreted as the sender intended.
   f. Examine the intended message and discuss why the message was or was not received correctly. Identify any distractions (noise) that occurred during transmission of the message.
3. Repeat the process, using other students to practice the communication process.

EVALUATION:

Develop a list of ways to ensure positive communication.

FHA-HERO:

Use the communication process with the officers to help them work with one another and the membership more effectively.

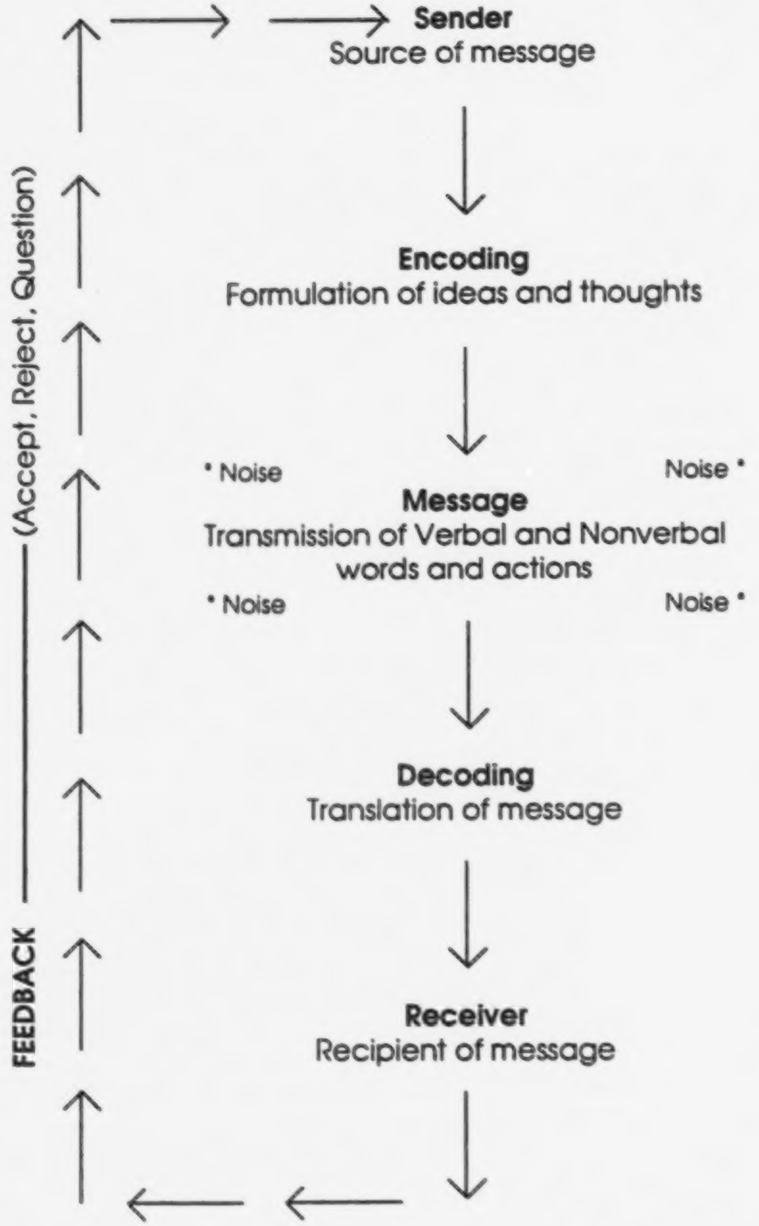
TEACHER NOTES:

Identify how the communication process helps people relate to one another at home, school, and work. To add humor, have students share a humorous communication experience.

STATE GOALS:

LA1-8,10,12-C2;LA1-8,10,12-D1;LA2-8-B2;LA2-8,10,12-C1;LA2-8-D1;LA2-8,10-D2; LA2-8,10,12-F1; LA-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10-B3; LA2-10-D3; LA3-8,10,12-B1,LA3-8,10,12-E1; LA4-8-A1; LA4-8,12-D1; LA4-8-D2; LA4-8,10-E5; LA6-8-C2; LA6-10-C1.

THE COMMUNICATION PROCESS



Sender
Source of message

Encoding
Formulation of ideas and thoughts

* Noise   Noise *

Message
Transmission of Verbal and Nonverbal words and actions

* Noise   Noise *

Decoding
Translation of message

Receiver
Recipient of message

FEEDBACK —— (Accept, Reject, Question)

* Distractions during transmission of message

IDENTIFYING WAYS COMMUNICATION IS ACHIEVED

OBJECTIVES:

Identify ways communication is achieved.
Compare communication theory with practice.
Demonstrate responsibility for carrying out an activity.
Know how to use information.

MATERIALS:

How We Communicate transparency
One copy of **Recording My Communications** worksheet for each student

INTRODUCTION:

Communication is achieved by the following: listening, speaking, reading, and writing. More time is spent listening and speaking than reading and writing.

DIRECTIONS:

DAY 1

1. Involve the students by asking them to guess the percentage of time each of them spends communicating by listening, speaking, reading, and writing.
2. Compare the students' responses with the information on the transparency.
3. Distribute **Recording My Communications** worksheet.
   a. Define examples of listening such as listening during class, listening to TV or radio, and listening to others. Define speaking as time spent talking. Add other examples as questions arise.
   b. Review the directions on the worksheet.
   c. Start recording time with the beginning of this class hour and continue for seventeen hours.
   d. Encourage students to round off the amount of time spent on communication to the nearest quarter hour to simplify calculations.
   e. Demonstrate how to compute percentages if students are not familiar with the process.

DAY 2

1. Have the students compare their percentages with the transparency. Determine differences and similarities.
2. Compute the class average and compare with the transparency.

EVALUATION:

Complete the following in writing or as discussion items:

1. "The four ways in which communication is achieved are . . . ."
2. "The percentage of my time spent communicating is different from or similar to the percentage on the transparency because . . . ."

FHA-HERO:

Encourage the officers to plan meetings so that there is a balance of listening and speaking. Help students determine the most appropriate means of communication for each activity.

TEACHER NOTES:

This activity requires two days for completion. Emphasize the math applications. Discuss which form of communication is most effective to recall information.

STATE GOALS:

LA1-8,10,12-A3; LA1-8,10,12-F1; LA1-8,10,12-G1; LA1-8,10,12-E2; LA2-8-D2; LA2-10-D3; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA4-8-D1; LA4-12-E2; M1-8-B3; M1-8-B4; M1-12-E2; M1-12-D1; M6-12-A1; M6-12-E1; M6-12-E2; M6-12-H1; M7-8-D1;M7-8,10,12-E1; M7-8-E4; M7-8,10-E5; M7-8,10-E6; M7-8,10,12-G1; M7-8,10-G4; M7-12-E2.

HOW WE COMMUNICATE

40% of our time is spent
LISTENING

35% of our time is spent
SPEAKING

15% of our time is spent
READING

10% of our time is spent
WRITING

RECORDING MY COMMUNICATIONS

Worksheet

Objectives: Estimate the amount of time you spend communicating. Calculate the percentage of time for listening, speaking, reading, and writing.

Step 1: Record the amount of time you spend communicating in one seventeen hour period. Write the amount of time under each category in the chart below. Use a **0** to indicate no communication. Total the columns at the bottom of the chart.

	Listening	Speaking	Reading	Writing
6 - 7 AM				
7 - 8 AM				
8 - 9 AM				
9 - 10 AM				
10 - 11 AM				
11 - 12 AM				
Noon - 1 PM				
1 - 2 PM				
2 - 3 PM				
3 - 4 PM				
4 - 5 PM				
5 - 6 PM				
6 - 7 PM				
7 - 8 PM				
8 - 9 PM				
9 - 10 PM				
10 - 11 PM				
Total Hours				

Step 2: Determine the percentage of time you spend in the individual categories by dividing each total by seventeen hours.

Listening __________ % Speaking __________ %

Reading __________ % Writing __________ %

RECOGNIZING THE NEED FOR CONCENTRATION

OBJECTIVES:

Analyze why concentration is both difficult and important.
Identify concentration skills necessary to improve communication.
Organize and manage yourself.
Relate to and communicate with others.

MATERIALS:

Home economics textbooks or periodicals

INTRODUCTION:

We speak at a different rate of speed than we are capable of listening. One of the reasons why we may not remember information is due to this speaking/listening differential. Listening requires concentration. We only remember about 50% of what we immediately hear. This drops to 25% after forty-eight hours.

DIRECTIONS:

1. Read two paragraphs from the materials provided at a fast rate of speed.
2. Ask several students to tell you what they remember after listening to the paragraphs.
3. Discuss why it was difficult to remember.
4. Reread the same paragraphs at a very slow rate of speed.
5. Ask several students to tell you what they remember.
6. Discuss why it was difficult to remember during the fast and the slow readings.
7. Exchange suggestions that would make it easier to listen, remember, and concentrate.
8. Practice these suggestions by reading the same or different paragraphs.

EVALUATION:

Explain orally or in writing:

1. Why does listening require concentration?
2. How can positive listening skills improve communication?
3. How do poor listening skills limit communication?

FHA-HERO:

Help officers and members to speak at a rate that encourages the listener to concentrate on the message.

TEACHER NOTES:

Select reading materials that include information you believe the students should know.

Apply concentration information to communicating with young children, the elderly, and the hearing impaired. Encourage students to try to read lips as they listen.

STATE GOALS:

LA2-8,10-B2; LA2-8-C2; LA2-8,10-D2; LA2-12-D1; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10-D3 ;LA2-10-E2; LA3-8,10,12-B1; LA3-8,10-C1; LA3-8,10,12-E1; LA4-8-D1; LA4-8-D2; LA4-10-A2; LA6-8-C2; LA6-10-C2; SS5-8-E1; PDH2-8-K4; PDH2-12-K1; BPS3-8-B2; BPS4-8-D1; BPS4-8-J1; BPS4-10-F1; BPS4-10-G1.

PRACTICING WAYS TO IMPROVE ACTIVE LISTENING

OBJECTIVES:

Define methods of active listening.
Practice active listening skills.
Relate to and communicate with others.

MATERIALS:

Active Listening transparency
Information Cards To Practice Active Listening sheet, cut apart

INTRODUCTION:

Communication is not hearing words but understanding the meaning of what is being conveyed. It takes practicing active listening skills to relate and communicate effectively with others.

DIRECTIONS:

1. Use transparency to define methods for active listening. Discuss and give examples for each line.
2. Do the following to practice active listening:
   a. Divide class into groups of four.
   b. Have a student in the group draw one information card and read it to another student.
   c. Have the students practice the active listening skills listed on the transparency.

EVALUATION:

Complete this statement:
"To practice active listening, you should . . . ."

FHA-HERO:

Discuss the value of active listening. Explain why officers and members need to become active listeners.

TEACHER NOTES:

Some students may benefit by writing or selecting their own paragraphs for reading. Continually reinforce active listening. Discuss ways in which active listening improves communication at home, school, and work.

STATE GOALS:

LA2-8,10,12-B2; LA2-8,10-D2 ;LA2-8,10,12-F1 ;LA2-8,10-F3; LA2-8,10-F4; LA2-10,12-B1; LA2-10-D3; LA2-12-D1; LA4-8-A1; LA4-8,12-D1; LA4-8-D2; LA4-10-A2; LA4-12-E2; LA6-8-C2.

Transparency Master

ACTIVE LISTENING

REPEAT the information

PARAPHRASE the speaker's words

CLARIFY by questioning

SUMMARIZE the conversation mentally and/or verbally

TOLERATE silence

INFORMATION CARDS TO PRACTICE ACTIVE LISTENING

✂ Cut Apart

Stress is physical or emotional strain or tension that can be caused by changes in our lives. When your turn comes to speak in front of the class, your heart begins to pound. When your father makes you stay home one night, you scream and yell. Both are examples of responses to stress.

Shopping by mail may be another way you want to shop. The mail-order company sends you a catalog. You mark what you want on a form and return it with a check or money order. In addition to the cost of each item, you pay a fee for postage and handling. Delivery takes a few weeks.

All colors are blends of the three primary colors—red, yellow, and blue. The three secondary colors—orange, green, and violet—are made by mixing an equal amount of two primary colors. Green is a mixture of yellow and blue, orange is a mixture of yellow and red, and violet is a mixture of red and blue. All other colors are blends of these six basic colors.

Parents influence their children through heredity and the way they rear them. But we are largely responsible for the final product we call ourselves. Your parents can buy you a guitar and pay for lessons, but you must do the practicing to learn the skill. You also have the responsibility for keeping your body healthy and fit.

Courtesy of *Creative Living: Basic Concepts in Home Economics*,
Glencoe Publishing Co.

ELICITING INFORMATION THROUGH QUESTIONING

OBJECTIVES:

Practice forming questions to encourage longer responses.
Evaluate questions and responses.
Relate to and communicate with others.

MATERIALS:

One copy of **Statements To Be Changed**
One copy of the **Questioning Checklist** for each student

INTRODUCTION:

Sometimes we expect people to respond in certain ways to our questions or commands. When the response is not what was anticipated, we feel as though the other person is not paying attention to us. Wording questions to receive accurate responses requires thinking through the question before asking. Practicing questioning techniques improves the amount of feedback received.

DIRECTIONS:

1. Have a student draw from the **Statements To Be Changed** and read it to the class.
2. Ask that student to reword the statement to include questions and conversation, and then present that information to another classmate. For example, the statement, "Clean out the garage" might be reworded, "The garage is in such a mess neither of us can get our bikes out. Could we set a time for the two of us to spend a couple of hours cleaning it?" Instruct the classmate to give an immediate response.
3. Ask the remainder of the class to use the **Questioning Checklist** to do the following:
   a. examine the questions for clarity.
   b. analyze the sender's questioning techniques.
4. Discuss the questions and responses. Suggest improvements.
5. Continue the process until all statements have been drawn.

EVALUATION:

Rewrite these statements to elicit information through questioning.

1. "Stop at the grocery store and pick up our lunch."
2. "Quit chewing on your nails."
3. "Stop bothering me; I want to watch TV."

FHA-HERO:

Conduct a training session for the leaders of the organization to teach them how to formulate questions.

TEACHER NOTES:

Encourage students to share statements that they would like to improve upon. Discuss the importance of clearly worded questions for both the sender and the receiver. Focus on the situation and not on the individual.

STATE GOALS:

LA1-8,10,12-A2; LA1-8,10,12-D1; LA2-8,10,12-A2; LA2-8-B2; LA2-10-B3; LA2-8,10,12-C1; LA2-8-C2; LA2-8-D2; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-12-F1; LA2-12-D1; LA3-8,10,12-D1; LA3-8,10,12-E1; PDH2-10-M3; PDH2-12-K1; PDH2-12-K2; SS5-8-E1.

STATEMENTS TO BE CHANGED

✂ Cut Apart

Pick up your books.

Hang up your coat. Don't throw it on the floor.

I'll slap you if I catch you doing that again.

Get off the couch and get some work done around here.

Put the dishes away.

Take the dog for a walk.

Pick up some lunch for me.

Clean out your locker.

Do your homework.

Eat your vegetables; they are good for you.

If you aren't home by midnight, you will be grounded.

I have to have the money to go out tonight.

I want the car for Saturday night.

Don't stand there. Can't you see that I need help with this?

QUESTIONING CHECKLIST

Directions: Use this checklist to determine whether the sender worded the question(s) to cause any of the following to happen:

YES	NO	
		Avoids yes or no answers
		Discourages one-word or short phrase responses
		Avoids interrogation
		Allows time to think and respond
		Encourages elaboration
		Avoids two-part questions
		Discourages long, hard to remember questions
		Does not put words into another's mouth
		Avoids predetermining what others think
		Allows true feelings to be expressed

DA-46

INTERPRETING APPEARANCE

OBJECTIVES:

Identify how grooming habits and appearance communicate a positive image.
Evaluate impressions given by clothing and grooming habits.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One magazine picture of a person for each student in class

INTRODUCTION:

Clothing and grooming are two elements that communicate nonverbal impressions. Conclusions are drawn about a person's values, personality traits, status, employment, background, attitudes, and moods through observing dress and grooming habits.

DIRECTIONS:

1. Distribute one picture to each student.
2. Have the students judge how the person pictured is clothed and groomed and answer the following questions:
   a. What do you think the person values by his or her appearance?
   b. What kind of personality do you think this person has?
   c. What is the status shown?
   d. What type of occupation is represented by the clothing the individual is wearing?
   e. What is the person's background?
   f. By looking at the way this person is groomed and dressed, what do you know about his or her attitudes and moods?
3. Draw a conclusion by answering this question, "Although you have not met the individual in the picture, how did you know so much about him or her?"

EVALUATION:

Completed in number 3 above.

FHA-HERO:

Discuss how your grooming and your dress influences other individuals' perception of your leadership abilities. Encourage students to dress to represent the organization. Present a fashion show to help other students in the school dress to project a positive image.

TEACHER NOTES:

Invite guest speakers to class to assist students with dress and grooming techniques.

STATE GOALS:

FA1-12-D1; LA2-8,10,12-F1; LA2-8,10-F2; LA6-8,10-C2; PDH2-8-K3; PDH2-10,12-K1; SS3-12-C2; SS5-8-A2; SS5-8-J2; SS5-12-K1.

RECOGNIZING THE NEED FOR PERSONAL SPACE

OBJECTIVES:

Determine the need for personal space.
Manage human resources.

MATERIALS:

Tape measure or yard stick
Any two items such as two books to determine a space

INTRODUCTION:

Have you ever felt uncomfortable because someone or something was too close to you? The reason may be that your space bubble was being penetrated. Each of us has an invisible bubble of space around us known as our comfort zone. The size of the space bubble is determined by our cultural background, emotional state, and stage in the life cycle. It can also expand or contract depending upon the occasion and the people present.

DIRECTIONS:

1. Place two items, such as books, two feet apart. Invite two students to stand in the space between the books. Discuss whether or not they feel comfortable being that close and why. (The area between 0' to 2' is known as our intimate zone.)
2. Move the items four feet apart and have the two students stand within the space. Have them explain why this space feels better or worse. (The area 2' to 4' apart is known as our personal zone.)
3. Move the items twelve feet apart. Have the two students stand where they feel comfortable within this space. Have them share their feelings. (The area 4' to 12' apart is known as our social zone.)
4. Have the students stand as far out of the twelve-foot area as possible. Discuss how they feel and how they think this distance would affect communication. (Beyond twelve feet is called our public zone.)

EVALUATION:

Discuss or write responses to the following:

1. Explain why different people have varying needs for personal space.
2. Describe circumstances in which our comfort zone may change.
3. How does an understanding of your personal space help you function in a relationship at home or in the workplace?

FHA-HERO:

Encourage the officers to use an understanding of personal space to make individuals feel comfortable.

TEACHER NOTES:

Have students view a TV program. Determine if individuals on the show are functioning within a public, social, personal, or intimate zone. Discuss how your senses can distinguish the invasion of space.

STATE GOALS:

PDH2-8-M3; SS5-8-C1; SS5-10-E2; LA1-8,10,12-G1; LA2-8-B2; LA2-10-B3; LA2-8,10,12-D1; LA2-8,10-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-B1; LA3-8,10,12-C1; LA6-10-C1; LA6-10-C2; LA3-8,10,12-E1; LA6-8-C2.

PERCEIVING GENDER DIFFERENCES

OBJECTIVES:

Define sex stereotypes.
Recognize which behaviors or actions are communicated differently according to gender.
Identify what influences gender perceptions.
Read and follow directions.

MATERIALS:

One copy of **Who Should Do It?** worksheet for each student

INTRODUCTION:

We stereotype people by their gender: masculine or feminine. We often expect people to behave in a certain way or to perform specific tasks simply because they are male or female.

DIRECTIONS:

Listed on the worksheet

EVALUATION:

Listed on the worksheet

FHA-HERO:

Devote time to helping the members understand gender differences and how these differences influence the functioning of the organization.

TEACHER NOTES:

It may be helpful for the students to recognize that gender differences are neither good nor bad; however, stereotyping tends to be limiting. Use examples of stereotyping that have discriminated against individuals to help students comprehend the long-range effects of stereotyping.

STATE GOALS:

LA1-8,10,12-G1; LA2-8-B2; LA2-10-B3; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; LA6-10-C1; PDH2-8-M1; PDH2-12-K2; PDH3-8-E4; SS3-12-C3; SS3-12-G1; SS5-8-I2.

WHO SHOULD DO IT?

Worksheet

Directions: Read the tasks or activities listed and check (✓) who (MALE or FEMALE) should be responsible. If both a male or female are equally qualified, check the EITHER column.

MALE	FEMALE	EITHER	Task or Activity
______	______	______	1. Do the laundry
______	______	______	2. Serve in the armed forces
______	______	______	3. Pay for a date
______	______	______	4. Carry out the garbage
______	______	______	5. Play with dolls
______	______	______	6. Drive a semi-truck
______	______	______	7. Prepare meals
______	______	______	8. Clean house
______	______	______	9. Service the car
______	______	______	10. Have pierced ears
______	______	______	11. Diaper the baby
______	______	______	12. Pay the bills
______	______	______	13. Have a credit card
______	______	______	14. Buy groceries
______	______	______	15. Walk the dog
______	______	______	16. Make the bed
______	______	______	17. Wear pink clothing
______	______	______	18. Invest money
______	______	______	19. Buy gifts for family and/or friends
______	______	______	20. Make doctor or dentist appointments

• •

Evaluation: On the back of this sheet answer the following:

1. Examine each of the items that you have checked.
   a. Explain why you feel a male or female is best qualified to perform these tasks or activities.
   b. Where do you think these expectations for male and female roles were learned?

2. Examine those items that you believe could be done by either a male or a female. Why did you make this choice.

3. Circle the tasks or activities you perform now or expect to perform in the future.
   a. Compare your circled answers with your checked marks. Are your expectations for others the same as for yourself? Why or why not?
   b. Why do we tend to label ourselves and others according to gender?
   c. How does gender labeling help or hinder us?

EVALUATING NEEDS AND WANTS ACCORDING TO PERSONAL VALUES

OBJECTIVES:

Evaluate needs and wants according to personal values.
Recognize how personal values influence the decision-making process.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One item of clothing—a pair of brand name jeans or a T-shirt
Chalkboard
One copy of the **Decision-Making** worksheet (located at beginning of **DIMENSIONS FOR LIVING** Activities)

INTRODUCTION:

Our values influence our decisions. Each of us has different values. Sometimes circumstances cause us to alter our values and make tradeoffs.

DIRECTIONS:

Make a list of personal values on the board as the students use the item of clothing to answer the following:

1. Why would you consider having this item of clothing in your wardrobe? (Define the problem.)
2. Let's pretend you are in the store about to purchase this item. What would be going on in your head? (Gather information.)
   a. What would influence you to buy or not buy the item?
   b. How would the amount of money you have in your billfold influence whether or not you would make the purchase?
   c. Would you consider quality or price more important? Explain why.
3. What are the advantages and/or disadvantages of this item? What is the basis for determining your answer? (Weigh alternatives.)
   a. How would previous decisions with similar items influence your buying decision?
   b. Would you choose to pay the price listed on the tag or would you spend time shopping around for the same item in another store?
4. How would you reason through the decision to make this purchase? (Make the decision.)
5. If you were twenty years older, would you buy or not buy the item? (Evaluate the decision.)

EVALUATION:

Evaluate your needs and wants by determining how each of the values listed on the board influenced your decision.

FHA-HERO:

Discuss how individual and/or group needs and wants influence decision-making within the organization.

TEACHER NOTES:

Help the students apply the information listed on the board to other situations such as selecting a job, a mate, a car, or a home. Review the decision-making process.

STATE GOALS:

SS1-8-D1; SS3-12-C2; SS5-8-A2; SS5-10,12-K1; SS5-10-K2; SS5-10-L2; SS5-12-C1; SS5-8-D1; LA2-8-C2; LA2-8,10-D2; LA2-8-E3; LA2-8,10-B2; LA3-8,10,12-B1; LA3-8,10-C1; LA3-8,10,12-E1; LA4-8-D1; LA4-8-D2; PDH2-8-K4; PDH2-8-M3; PDH2-10-K6; PDH2-12-K1.

IDENTIFYING ABRAHAM MASLOW'S HIERARCHY OF NEEDS AND INTEGRATING HOME ECONOMICS EXAMPLES WITH LEVELS OF MASLOW'S HIERARCHY

OBJECTIVES:

Integrate your personal needs and wants with Maslow's Hierarchy of Needs.
Correlate home economics examples with levels of Maslow's Hierarchy.
Read and follow directions.

MATERIALS:

One copy of **Classify Your Needs** worksheet for each student

INTRODUCTION:

Each of us has needs. Abraham Maslow has classified needs into a hierarchy. The lower level of the hierarchy consists of fundamental needs which must be reasonably satisfied before progressing to higher-level needs to reach your full potential.

DIRECTIONS:

1. Discuss and interpret the levels of Maslow's Hierarchy of Needs by using information from the content outline (II A 3 a-g).
2. Correlate home economics examples of food, clothing, housing, and accessories with the person according to the levels of the hierarchy using content outline (II A 4 a-d).
3. Review directions and complete the worksheet.

EVALUATION:

Examine all the lines you have drawn.

1. Determine five illustrations of needs not included on the worksheet. Identify the hierarchy level fulfilled by each illustrated need.
2. Give four examples of ways in which Maslow's needs are met in a hierarchical order. (Example, people satisfy their hunger before becoming concerned about artistically arranged food on expensive china.)
3. How are Maslow's needs being met in your life at home, at school, and in your current or future job?

FHA-HERO:

Apply Maslow's hierarchy to personal needs fulfilled by the organization.

TEACHER NOTES:

Many examples may need to be shared to apply Maslow's theory to daily life.

STATE GOALS:

BPS2-8-F4; LA1-8,10,12-D1; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8,10,12-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F3; LA4-8-A1; LA4-8-D1; PDH2-8-K1; PDH2-8-Q1.

CLASSIFY YOUR NEEDS

Worksheet

Directions: Show a relationship between the needs and illustrations by connecting them with a line.

Needs
According to Maslow

Physical
Satisfaction of
hunger, thirst

Safety and Security
Protection from physical
harm and danger

Love and Acceptance
Friendship, affection,
and praise

Esteem
Self-respect,
competence, recognition

Self-Actualization
Fulfillment, individual
expression

Illustrations of Needs

Buy nonflammable garments

Eat to satisfy appetite

Exhibit individualism through housing and interior selection

Purchase clothing to demonstrate prestige

Cultivate interpersonal relationships

Buy safe, wholesome food products

Wear clothing similar to peers

Install locks on doors

Enjoy eating with friends

Live in a "proper" neighborhood

Fulfill dreams

Wear clothing to keep dry, warm, or cool

Display status symbols in the home

Accept oneself

Seek career for personal growth

Feel self-confident and comfortable about yourself

Share dreams and ideas

DEFINING CULTURAL TERMINOLOGY

OBJECTIVES:

Write questions to define cultural terminology.
Apply cultural terms to personal situations.
Know how to use information.
Demonstrate responsibility for carrying out a project.

MATERIALS:

One copy of the **Defining Cultural Terms** worksheet for each group of students

INTRODUCTION:

One way to become more aware of yourself is to acknowledge your family heritage. Some of the terms used to define family heritage include customs, values, traditions, culture, and ethnic background. Defining these terms helps you to recognize that family heritage is made up of many parts.

DIRECTIONS:

1. Divide class into groups of four.
2. Distribute worksheets.
3. Encourage discussion about the answers and agreement before writing the questions.
4. Reveal the answers.
    a. What is a custom?
    b. What is a value?
    c. What is a tradition?
    d. What is culture?
    e. What is ethnic?
    f. What is heritage?

EVALUATION:

1. Have students rewrite the questions to include their family. (Example: What are my family's customs?)
2. Give examples for each rewritten question. (Example: What are my family customs? For our birthdays, we choose our favorite restaurant and go out to eat together.)
3. Write the advantages/disadvantages of understanding your cultural heritage.

FHA-HERO:

Discuss the customs, values, traditions, and so on of the organization. Determine how these influence the organization.

TEACHER NOTES:

Encourage the students to use the dictionary to check their work. Apply the terms to the school setting to help them generalize the definitions.

DEFINING CULTURAL TERMS

Directions: Each phrase below defines a cultural term. Match the following words with the correct definition. Each word is used only once. Write your answer as a question.

VALUE CULTURE ETHNIC CUSTOM HERITAGE TRADITION

1. A group's habitual or usual way of behaving or making choices.

2. Something the group believes in or feels is important.

3. A custom or value handed down to and followed by the next generation.

4. The customs and values that identify a group and make it distinct from other groups.

5. The characteristics of a group or nationality that retains part or all of its customs, values, or language while living in another culture.

6. The sum total of history, customs, and values which an individual receives by virtue of being born into a certain cultural group.

THIS PAGE INTENTIONALLY LEFT BLANK

FOCUSING ON ETHNIC BACKGROUNDS

OBJECTIVES:

Identify ways ethnic customs influence family heritage.
Determine how ethnic background impacts decision-making.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of **Ethnic Focus** worksheet

INTRODUCTION:

Our heritage is a blend of many components. Developing an awareness of ethnic influences helps an individual to foster an appreciation of family heritage and to recognize a multicultural society.

DIRECTIONS:

1. Complete worksheet.
2. Share responses with the class.
3. Use the worksheet as a basis to interview a friend or relative in order to verify and add to the information.

EVALUATION:

Write a paragraph summarizing the information from the worksheet and the interview. Include how your ethnic background influences decision-making.

FHA-HERO:

Invite guest speakers to share information about their ethnic background in order to increase multicultural awareness.

TEACHER NOTES:

Develop an awareness of a multicultural society by having students bring ethnic items to class for "show-and-tell." On a world map or globe, locate the country from which the item originated.

STATE GOALS:

LA3-8,10-A3; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; LA4-8,12-D1; LA4-8-D2; LA4-8,12-E2; LA4-8-E4; SS3-8-D1; SS3-10-E1; SS3-10-H1; SS3-12-H1.

ETHNIC FOCUS

Worksheet

Directions: Select an ethnic group. In each category list examples that represent this group.

RELIGIOUS INFLUENCES:

COMMUNITY ACTIVITIES:

HOLIDAYS AND SPECIAL OCCASIONS:

FAMILY CUSTOMS AND TRADITIONS:

FOODS: CUSTOMS AND TRADITIONS:

CLOTHING AND ACCESSORIES:

DEFINING PEER PRESSURE

OBJECTIVES:

Define peer pressure.
Determine positive and/or negative effects of peer pressure.
Examine short- and/or long-term effects of peer pressure.
Relate to and communicate with others.

MATERIALS:

One copy of **What Is the Effect of Peer Pressure?** worksheet for each student

INTRODUCTION:

Peer pressure can be both positive and negative. It can also have short- and long-term implications for an individual. The results of peer pressure depend upon how you handle the pressure.

DIRECTIONS:

Included on worksheet.

EVALUATION:

Oral evaluations included in number 3 on the direction sheet.

FHA-HERO:

During officer training, discuss peer pressure and its short- and long-range effects on the individual and the organization.

TEACHER NOTES:

Encourage students to recognize that peer pressure continues throughout our lifetimes. Give additional examples to show how peer pressure influences individuals on the job. Responses to the situations may be role played to help students analyze the results of peer pressure.

STATE GOALS:

LA1-8,10,12-A3; LA1-8,10,12-D1; LA1-8,10,12-G1; LA2-8-B2; LA2-10,12-A1; LA2-8-D1; LA2-8,10-D2; LA2-8-E3; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-10-B3; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; PDH2-8-M3; PDH2-10-M1; PDH2-12-K1; SS3-12-G1; SS5-8-C1; SS5-10-K1; SS5-10-L1; SS5-12-C1.

WHAT IS THE EFFECT OF PEER PRESSURE

Worksheet

Directions: 1. Read each situation.
2. Determine if the peer pressure will have a positive or negative effect on the individual(s).
3. Explain the short- and long-range effects of peer pressure upon the individual(s).

---

1. Seth asks Tom to do his assignment. Tom says he'll do it if Seth will lend him his bike for the weekend. Seth agrees and Tom completes the assignment. Seth turns in the assignment as his own work.

2. Tom had such a good time showing Seth's bike to his friends that he didn't have time to do his own assignment. Tom turns in the same assignment as he completed for Seth.

3. Mary convinces Kara to buy a more expensive sweater than she intended to buy.

4. Donny's mother gives him her credit card to make a purchase for her. While at the mall, he runs into a friend at the leather shop. His friend convinces Donny to charge the leather coat that he's been looking at for weeks to Donny's mom's credit card.

5. Two boys are walking through the parking lot. They admire some expensive wheel covers. One dares the other to remove the covers.

6. Alison doesn't have the money for a new dress for the prom. Her friend suggests that Alison charge the dress on Friday, wear it, and return it on Monday.

7. Dorissa goes to a party. Drugs are available. Her friend says, "Just try this once; it won't hurt you."

8. Philippe promised that he would be home by midnight. He knows that if he is going to be late he should call home. Philippe's friend calls him a "Momma's baby" when Philippe says he's going to call home.

9. Shirley recognizes her report card in the mail. She knows that her grades dropped during the grading period. Her friend suggests that she open the letter and sign her parent's name on the report card and return it.

10. Jake just got his driver's license and takes his friend for a ride. Jake's friend says, "Let's see how fast the car will go."

DA-71

ACKNOWLEDGING THE PRESSURE TO CONFORM

OBJECTIVES:

Identify ways individuals conform to peer pressure.
Relate to and communicate with others.

MATERIALS:

None

INTRODUCTION:

Many individuals feel obligated to conform to their peers in order to be accepted.

DIRECTIONS:

1. Explain the following guidelines for responding to the questions:
   a. Raise your hands toward the ceiling if you would say Yes or agree with the question.
   b. Lower your hands toward the floor if you would say No or disagree with the question.
   c. Fold your arms in your lap if you have no opinion.

2. Answer the following questions with the appropriate hand gestures:
   a. If you are at a restaurant with a friend, do you often select the same type of food as your friend?
   b. If you are at a restaurant with your parents, would you select the same type of food as your parents?
   c. Are you dressed similarly to other students in class?
   d. Do you buy the same brands of clothing as your friends?
   e. Do your neighbors live in housing similar to yours?
   f. Do your neighbors drive similar kinds and models of cars?
   g. Do you believe that one individual influences another individual to make a decision?

3. Discuss the previous responses by asking the following questions:
   a. Did you watch others before making your decision whether to raise or lower your hands or to fold your arms? If so, why?
   b. What does it mean to conform?
   c. How did each of the previous questions apply to conformity?
   d. Would you agree or disagree that peer pressure causes individuals to conform?
   e. When is peer pressure positive? When is it negative?
   f. How do your peers influence the decisions you make (consider drugs, alcohol, and other decisions)?
   g. Determine whether or not an individual's decision-making on the job is influenced by conforming to peer pressure.

EVALUATION:

Completed in Number 3 above.

FHA-HERO:

Emphasize the values of conforming when planning to compete in proficiency events.

TEACHER NOTES:

Encourage students to recognize that peer pressure is one of many factors that influence decision-making. Conduct a survey to determine what causes teens to make a decision.

STATE GOALS:

LA2-8,10,12-B2; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10-B3; LA2-10-C3; LA2-12-D1; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA6-8-A1; LA6-8,10-C2; LA6-10-C1; PDH2-8-K1; PDH2-8-K3; PDH2-8-M3; PDH2-10-I1; PDH2-10-K6; PDH2-10-O1; PDH2-10-O2; PDH2-10-Q3; SS3-12-C2; SS3-12-G1; SS5-8-A2; SS5-8-C1; SS5-8-E1; SS5-12-C1.

REALIZING THAT CERTAIN LAWS AND AUTHORITY FIGURES DEFINE, ALTER, OR ELIMINATE YOUR DECISION-MAKING

OBJECTIVES:

Identify ways authority figures and laws influence your decision-making.
Know how to use information.
Relate to and communicate with others.

MATERIALS:

One copy of **Do Laws and Authority Figures Influence Your Decisions?** worksheet for each student

INTRODUCTION:

Laws and authority figures influence our decisions. Sometimes we are not aware of these influences.

DIRECTIONS:

1. Distribute the worksheet and allow time for completion.
2. As a class, compare responses.
3. Draw conclusions.
   a. Do laws and authority figures inhibit or enhance your decision-making?
   b. Why is it necessary to be aware of laws and the expectations of authority figures?

EVALUATION:

Completed in number 3 above.

FHA-HERO:

Examine the constitution as the "law" governing the organization. Determine who the authority figures are in the organization. Identify how the constitution and authority figures influence the organization's decisions.

TEACHER NOTES:

Names of specific laws are not necessary. If students are interested, the activity could be expanded to identify details of specific laws. Discuss how laws and authority figures have both a positive and a negative influence on decisions.

STATE GOALS:

LA1-8,10,12-D1; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8-B2; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-10,12-B1; LA2-10,12-B2; LA2-10-B3; LA4-8-A1; LA4-8-D1; LA4-8-D2; PDH3-8,10,12-C1; PDH3-8-F2; SS1-10-B1; SS1-10-B2; SS5-8-E3; SS5-10-C1; SS5-10-C2; SS5-10-E3.

DO LAWS AND AUTHORITY FIGURES INFLUENCE YOUR DECISIONS

Worksheet

Directions:
1. Read each situation.
2. Explain why you feel the situation involves an authority figure, or a law, or both.
3. If a law is involved, describe the general type of law.
4. Expain how your decision would be influenced by the authority figure or the law.

Example

Situation: You must wait until age sixteen to receive your driver's license.

Answer: This is a law in Illinois. If you drive before age sixteen without a license, you risk being arrested; therefore, you may decide not to drive. You decide to enroll in driver's training class before your sixteenth birthday in order to take and pass the driver's test.

1. You are cruising ten miles an hour over the speed limit. You become aware of a police car along the side of the road.
2. You are buying a sweater. After careful examination, you cannot find the care instructions.
3. You are on a special diet. You examine the food label and determine that you should not eat the food.
4. You had not anticipated that social security and state and federal taxes would be deducted from your paycheck.
5. School is not in session on Martin Luther King's birthday.
6. Your checking account does not pay interest, but you receive interest on your savings account.
7. Your doctor recommends a special diet to control a health problem.
8. The sign on the restaurant door states, "Shirt and shoes required for service."
9. April 15 is the deadline for filing your personal income tax.
10. You had planned to fly, but your plane was grounded because of fog.
11. When the salesperson sold you your bike, a helmet was recommended.
12. You accept the job and are expected to wear a specific type of uniform.

CREATING EXPECTATIONS FOR CONSISTENCY AND UNIFORMITY

OBJECTIVES:

Identify examples of consistency and uniformity that have resulted because of technology.
Apply the decision-making process to examine how consistency and uniformity influence the individual.
Read and follow directions.
Demonstrate responsibility for carrying out an activity.
Relate to and communicate with others.

MATERIALS:

One copy of **Are You Influenced by Consistency?** worksheet for each group

INTRODUCTION:

Technology has made it possible to mass produce products and to create a demand for products through advertising. Transportation and communication networks are also technological contributors to consistency in our daily lives.

DIRECTIONS:

1. Divide class into groups of five to complete the information requested on the worksheet.
2. Discuss the information that each group gathered.

EVALUATION:

Completed on the worksheet.

FHA-HERO:

Discuss the advantages and disadvantages of having consistency and uniformity in the organization.

TEACHER NOTES:

Stress the positive and negative results of consistency and uniformity upon the individual. Discuss why consistency and uniformity are important in business and industry. Fast foods are a good example.

STATE GOALS:

BPS2-8-C3; BPS2-8-D1; BPS2-10-H4; LA1-8,10,12-D1; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10,12-B1; LA2-10,12-B2; LA2-10-E2; LA2-12-E1; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA6-8-A1; LA6-8-C2; LA6-10-C1; M6-12-A1; M7-8,10,12-E1; M7-8,10-E3; M7-8,10-E4; M7-8,10-E6; SS1-8,10-M2; SS2-8-F2; SS3-8-E2; SS3-8-11, SS3-8-12; SS5-8-A1; SS5-8,10-K1; SS5-10,12-E2; SS5-8-D1.

ARE YOU INFLUENCED BY CONSISTENCY

Worksheet

DECISION-MAKING PROCESS

Define problem

1. Is there consistency in the way students dress?

Gather information

2. Survey the class.

   Count the number of students in class who are wearing the following clothes. Record the number in the space provided.

   _______ T-shirts/sweatshirt _______ Jeans _______ Tennis shoes

   List the brand names worn by each student.

T-shirts/sweatshirt	Jeans	Tennis Shoes

Weigh alternatives

3. Based on the data collected above,

   which were the most and least popular brands?

   what were the similarities and differences in the shirts, jeans, and shoes worn by the class?

Make decision

4. What is your decision?

   Are students consistent in the way they dress?

Evaluate decision

5. What kinds of technology have made it possible for consistency in dress to occur?

   Consider these products: toys and games, cars, homes, fast food, radio/TV advertising.

   Are similar technologies used to create consistency in these products?

DEFINING QUALITY AND VALUE FOR THE DOLLAR

OBJECTIVES:

Select an item based on quality and value for the dollar by using the decision-making process.
Use math skills to determine value of an item.
Identify where to locate and how to use information.
Demonstrate responsibility for carrying out a project.
Relate to and communicate with others.

MATERIALS:

One **Comparison Shopping** worksheet for each pair of students
Newspaper advertisement supplements
Catalogs (e.g., Spiegel, J.C. Penney, Sears)
Telephone directory yellow pages

INTRODUCTION:

Some choices are made impulsively. Taking time to comparison shop can provide more quality and value for the dollar.

DIRECTIONS:

1. Divide class into pairs.
2. Provide a **Comparison Shopping** worksheet for each pair.
3. Review instructions.
4. Encourage cooperative learning to complete worksheet.

EVALUATION:

Completed in Steps 1 through 5 of worksheet.

FHA-HERO:

Encourage the members to do comparison shopping prior to making purchases for organizational projects.

TEACHER NOTES:

The worksheet may be used for comparisons of other items (e.g., fast foods, personal products, jewelry, entertainment). Discuss tax variations based on state and federal law and the type of item selected.

STATE GOALS:

BPS3-10-B3; BPS3-8-B3; BPS4-8,10-G1; BPS4-10-F1; LA3-8,10,12-B1; LA3-8,10-C1; LA3-8,10,12-E1; M1-8-B3; M1-8-B4; M1-8-H1; M2-8-E2; M2-12-D1; M2-12-E1; M7-8,10,12-E1; M7-8,10-E3; M7-8,10-E4; M7-8,10-E5; M7-8,10-E6; M7-8,10,12-G1; M7-8,10-G2; PDH2-8-K4; PDH2-10-K6; SS5-8,12-C1; SS5-8-D1; SS5-12-A1; SS5-12-A2; SS5-12-B1; SS5-12-C1; SS5-12-M5.

COMPARISON SHOPPING

Worksheet

DIRECTIONS:

STEP 1 Define Problem

Select an item costing less than $100 from the following:

1. clothing suitable for both school and work
2. shoes suitable for both school and work
3. fitness equipment
4. a piece of equipment (i.e., electronic, automotive, household)

STEP 2 Gather Information

Review at least three newspaper ads and/or catalogs.
Consult yellow pages of the telephone book for additional resources.

	Name (store, catalog source)	Description of Item	Cost of Item	Plus Tax (6 3/4%)	Total Cost
Source 1					
Source 2					
Source 3					

STEP 3 Weigh Alternatives

Examine the information recorded in the chart above.

1. Which of the sources is the best value for the dollar?
2. Will the choice provide personal satisfaction? Explain.

STEP 4 Make Decision

Based on quality and value for the dollar, the item chosen is ______________________.

STEP 5 Evaluate Decision

What changes were necessary to stay within the $100 range?
What other factors entered into the decision?

MAKING SIMPLE DECISIONS USING COMMON METHODS

OBJECTIVES:

Identify the advantages and disadvantages of using various simple decision-making methods.
Observe and record ways in which individuals appear to make simple decisions.
Follow directions.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of **How Are Simple Decisions Made?** worksheet for each student

INTRODUCTION:

Simple decisions are made in a number of ways. Sometimes our decisions are based on impulse, habit, imitation, default, or by flipping a coin. You will be given the opportunity to observe people at home, school, and work to see how they make simple decisions.

DIRECTIONS:

Before the observations:

1. Explain the top portion of the worksheet by having the students share decision-making examples.
2. Identify the advantages and disadvantages of using various simple decision-making methods.
3. Review the directions.
    a. Identify places where it is easy to observe people making a simple decision. Examples may be selecting a TV program at home or making food choices at a restaurant.
    b. Discuss how to observe people.
        1) Watch long enough to determine the individual's decision.
        2) Remain close enough to see and hear, but far enough away to remain inconspicuous.
        3) Avoid asking direct questions.

After the observations:

1. Combine the information gathered by each of the students. Determine the percentages for each of the methods observed.
2. Discuss other forms of decision-making that were observed.

EVALUATION:

Explain the advantages and disadvantages when using impulse, habit, imitation, coin toss, and default decision-making.

FHA-HERO:

Help the officers and members to recognize how and why the method used for decision-making influences the organization.

TEACHER NOTES:

Draw conclusions from this activity to introduce the students to the advantages of using the decision-making process.
Time is needed to observe outside of class.

STATE GOALS:

LA2-8-B2; LA2-8-C3; LA2-8,10,12-F1; LA3-8,10,12-B1; LA4-8-A1; LA4-8,10-C2; LA4-8-D1.

HOW ARE SIMPLE DECISIONS MADE

Worksheet

Methods Used to Make Simple Decisions

IMPULSE — Act without planning

HABIT — Repeat without thinking

IMITATION — Follow examples of others

TOSS COIN — Leave answer to chance

DEFAULT — Stumble into the decision by taking no action

Directions:

1. Observe five people at home, school, or work.
2. Use the chart above to identify the method each person appeared to use for decision-making.
3. Complete the chart below by writing the method used and why that person used it. If the decision was made in some other way, write other in the space and your reason.

	METHOD USED?	WHY I FEEL THEY USED THIS METHOD?
Person 1	____________	______________________________
Person 2	____________	______________________________
Person 3	____________	______________________________
Person 4	____________	______________________________
Person 5	____________	______________________________

UTILIZING THE DECISION-MAKING PROCESS TO DEAL WITH MORE COMPLEX PROBLEMS

OBJECTIVES:

Practice using the decision-making process to solve a complex problem.
Demonstrate responsibility for carrying out a project.
Relate to and communicate with others.

MATERIALS:

One copy of **Decision-Making Process** worksheet for each student (located at beginning of **Dimensions For Living** Activities)

INTRODUCTION:

Following the steps of the decision-making process allows us to deal with more complex problems.

DIRECTIONS:

1. Divide class into groups of three students each.
2. Distribute a copy of the **Decision-Making Process** worksheet to each group.
3. Assign each group one of the following situations. Repeat situations as needed.
   a. Your best friend just informed you that she is pregnant. What would you do?
   b. You have been assigned to prepare the refreshments for a school event. What plans need to be made?
   c. You want to lose weight or gain weight. How would you select a diet plan?
   d. One of your parents or a friend is very ill and needs medical care. How can you be of help?
   e. You would like to purchase a VCR. Where and how will you make this purchase?
4. On the worksheet, write how you would use each step to work through the situation and make a decision.
5. Share and compare how various groups apply the decision-making process to the same and different situations.

EVALUATION:

Completed in numbers 4 and 5 above.

FHA-HERO:

Encourage use of the decision-making process to handle complex organizational decisions.

TEACHER NOTES:

A variety of complex problems may be used. Select topics relevant and of interest to the students.

STATE GOALS:

LA2-8,10,12-B2; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10-B3; LA2-10-C3; LA2-12-D1; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA6-8-A1; LA6-8,10-C2; LA6-10-C1; SS5-8-A1; SS5-8,12-A2; SS5-8,12-C1; SS5-8-L1; SS5-8-L3; SS5-10-K1; SS5-10-K2; SS5-12-B1.

DETERMINING GOALS AND FORMULATING A PLAN OF ACTION

OBJECTIVES:

Write examples of specific goals.
Formulate a plan to achieve a goal.
Prioritize steps within a plan for goal achievement.
Demonstrate responsibility for carrying out a project.

MATERIALS:

One copy of **Setting Goals** worksheet for each student or group of students

INTRODUCTION:

To achieve a goal, it is necessary to have a plan. Planning includes setting priorities and recognizing available resources.

DIRECTIONS:

1. Divide class into groups of three.
2. Complete the worksheet in groups.
3. Compare the groups' information.

EVALUATION:

1. Use this criteria to evaluate the goal statements.
   Is the goal
   a. specific?
   b. positive?
   c. believable?
   d. achievable?
   e. ethical?
2. Write a personal goal that you would like to achieve before the end of the semester.
3. Form a plan to reach the goal. Number the steps in the plan in the order that you would do them to achieve the goal. Begin with number one and continue numbering until all steps are numbered.

FHA-HERO:

Encourage the officers to set goals and form a plan for the semester or year. Use the evaluation questions to evaluate the goals. Use the plan as a checklist throughout the year to measure the progress toward the goals.

TEACHER NOTES:

Use examples of plans—teacher's plan book, a business plan, an organization's program plan, or fundraising plans—to help students become aware of planning and goal setting used in other settings.

STATE GOALS:

LA1-8,10,12-A3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA3-8,10,12-B1; LA3-8,10,12-C1.

SETTING GOALS

Worksheet

Sometimes goals are not reached because they are *too* general. A general goal makes it difficult to plan specific ways to reach that goal and to determine what resources are needed. Example: A general goal would be to borrow money for a car. A more specific goal would be to borrow $8,000 for a used car and pay off the loan in three years.

Directions: Rewrite each of these general goals to form a specific goal.

1. Get a job after school.
2. Go to college.
3. Become rich.
4. Be happy.

Directions: Select one of your newly written goals from above.

1. In this space, write a plan that would make it possible to achieve this goal. If more space is needed, write on the back of this sheet. Include such things as time, personal energy, talents and abilities, money, community resources, and people who might help you.
2. Examine your list. Number each step in the order to be accomplished by using Number 1 as the most important and continue numbering accordingly.

DA-95

REALIZING ALL DECISIONS HAVE CONSEQUENCES

OBJECTIVES:

Describe individual, family, and environmental consequences for selected decisions.
Decide whether consequences have short- or long-term ramifications.
Read and follow directions.

MATERIALS:

One copy of **What Are the Consequences?** worksheet for each student

INTRODUCTION

Some decisions only affect the individual, the family, or the environment, while other decisions affect all of these. The resulting consequences have short- and long-range ramifications for the individual, family, and the environment.

DIRECTIONS:

1. Follow the directions on the worksheet.
2. Compare student papers and discuss the following:
   a. How do the consequences interrelate with the individual, family, and environment?
   b. Will the consequences have short- or long-term ramifications or both?

EVALUATION:

Completed in number 2 above.

FHA-HERO:

Help the officers and members to think through the consequences of a decision before implementation. Help them to realize that anticipation results in better control of the situation.

TEACHER NOTES:

Have the students create decisions on a flash card. Divide class into individual, family, and environmental groups. Have each group respond with possible consequences to the decisions.

STATE GOALS:

LA1-8,10,12-D1; LA2-8-C2; LA2-8-D1; LA2-8-D2; LA2-8-E3; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-10,12-A2; LA3-8,10,12-B1; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; PDH2-8-K3; PDH2-10-K6; SS5-8-C1; SS5-10-K1; SS5-12-C1.

WHAT ARE THE CONSEQUENCES

Worksheet

Directions: 1. List the possible consequences for each decision that may occur to the individual, family, or environment.

2. After each consequence, place an **S** if it would have a short-term ramification. Place an **L** if it would have a long-term ramification. Place a **B** if it would have both short- and long-term ramifications.

Decision	Individual Consequence	Family Consequence	Environmental Consequence
1. Cheat on a test			
2. Drop out of school			
3. Do drugs			
4. Recycle glass, metal, paper			
5. Become a single parent			
6. Skip class			
7. Buy only brand name items			
8. Avoid going to the dentist			
9. Have a parent who is fired from job			
10. Refuse to negotiate			

DA-99

DESCRIBING A SYSTEM

OBJECTIVES:

Recognize the makeup of a system.
Identify the purpose of a system.
Visualize a system.
Analyze a variety of systems.
Explain how a person, event, or thing is involved with more than one system.
Identify how to use information.

MATERIALS:

You transparency
You Are a Part of a Relationship System Overlay 1
You Are a Biological System Overlay 2
You Belong to Multiple Systems Overlay 3
Global, Community, School, Home Overlay 4
Water-based pen

INTRODUCTION:

Each of us is involved with many systems. For example, if you rode to school, you used a transportation system. The food you ate was part of the ecosystem, and your digestive system converts the food into energy. Systems are interrelated, interconnected, and interdependent on each other in order to function.

DIRECTIONS:

1. Project the YOU transparency master and ask the following questions:
   a. What do you see?
   b. How are each of the letters in the word YOU interrelated, interconnected, and interdependent?
   c. What is the purpose of the three letters?
2. Add Overlay 1. Help the students to recognize that letters form words, words form symbols, and symbols represent ideas that make up a system.
   a. Discuss how the words on the overlay are interrelated. (Example: You have friends who may be family members, peers, or neighbors.)
   b. Use a water-based pen to draw lines to illustrate interconnectedness.
   c. Discuss how the words are interdependent.
3. Use Overlay 2 to examine how the biological system works to form the human system.
4. Use Overlay 3 to discuss various systems. Answer the following questions:
   a. How are you involved with one or more of these systems?
   b. How are the systems interdependent on each other?
5. Use Overlay 4 to discuss how you are interrelated, interconnected, and interdependent upon each of these systems. What would result if one of these systems were gone?

EVALUATION:

Sketch a system. Label each part and explain the interrelatedness, interconnection, and interdependence.

FHA-HERO:

Assist the officers and members to recognize how the organization functions as a system.

TEACHER NOTES:

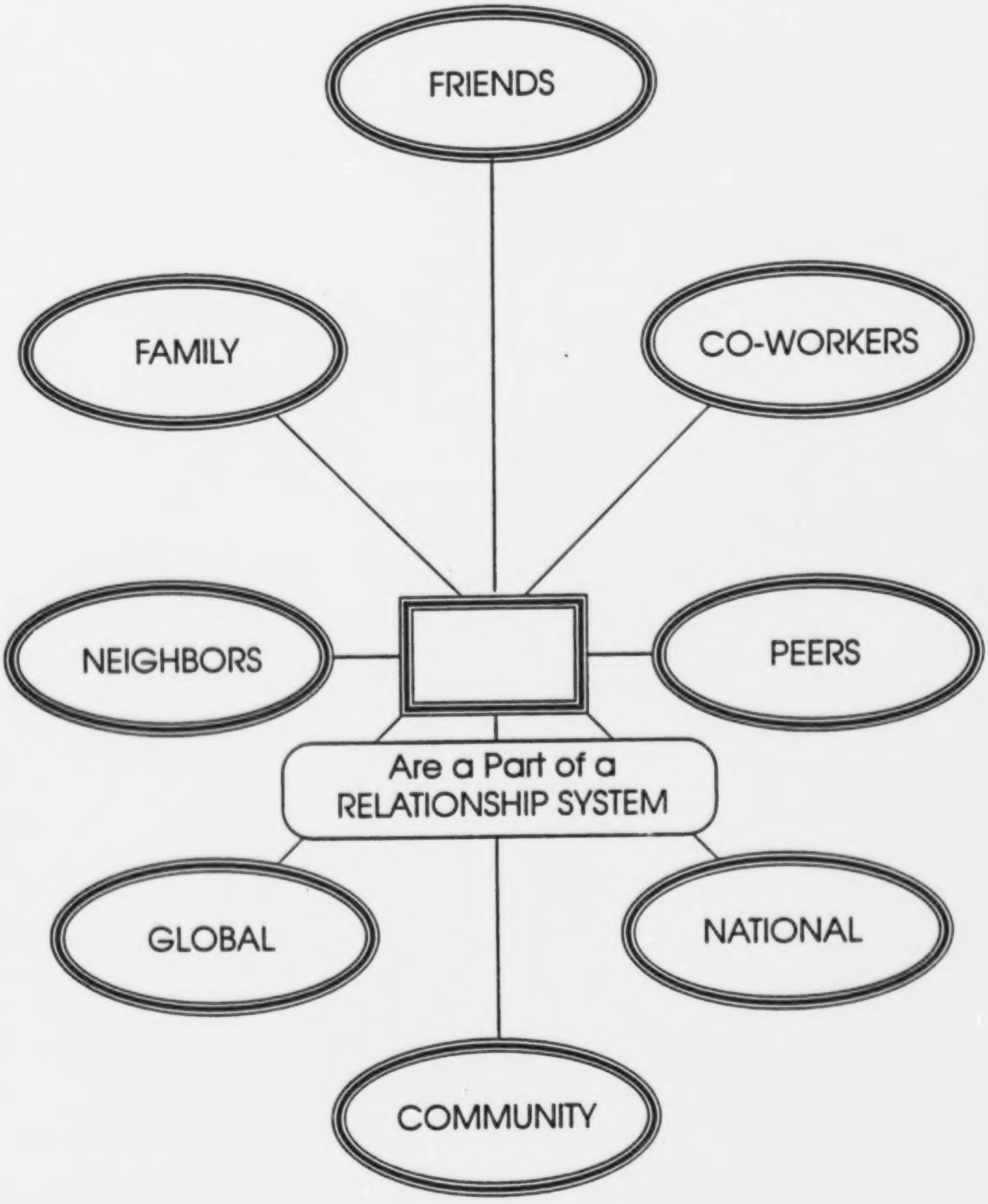
A systems approach enables the individual to function in an informational society by helping the student to visualize how the parts work together to form a whole.

STATE GOALS:

LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8-F3; LA2-8,10,12-B1; LA2-10,12-B2; LA2-10-B3; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; LA4-8-A1; LA4-8-D1; LA4-8-D2; LA4-10-B5; LA4-12-E3; SS5-8-B2.

YOU

Transparency Master
Overlay 1



FRIENDS

FAMILY

CO-WORKERS

NEIGHBORS

PEERS

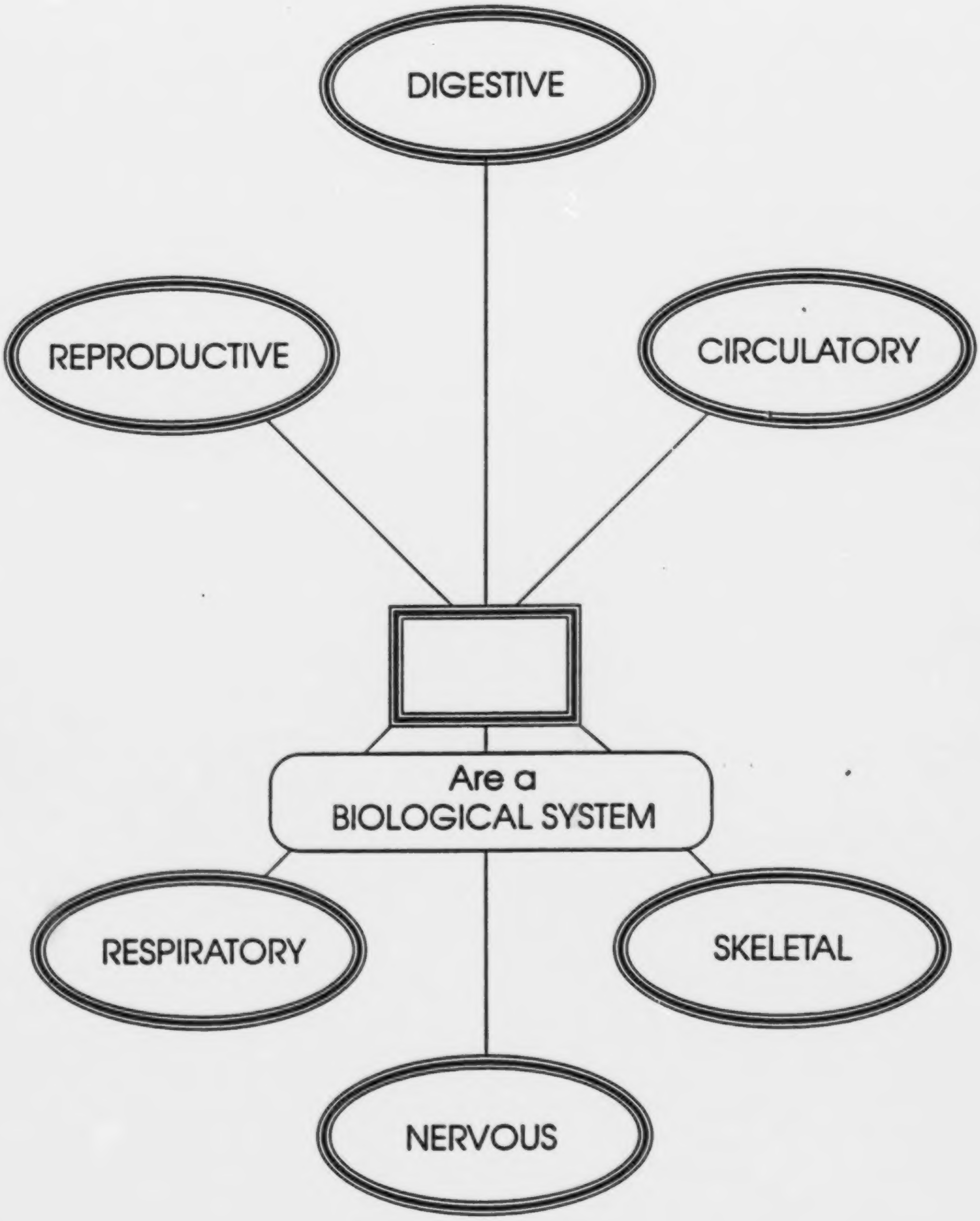
Are a Part of a
RELATIONSHIP SYSTEM

GLOBAL

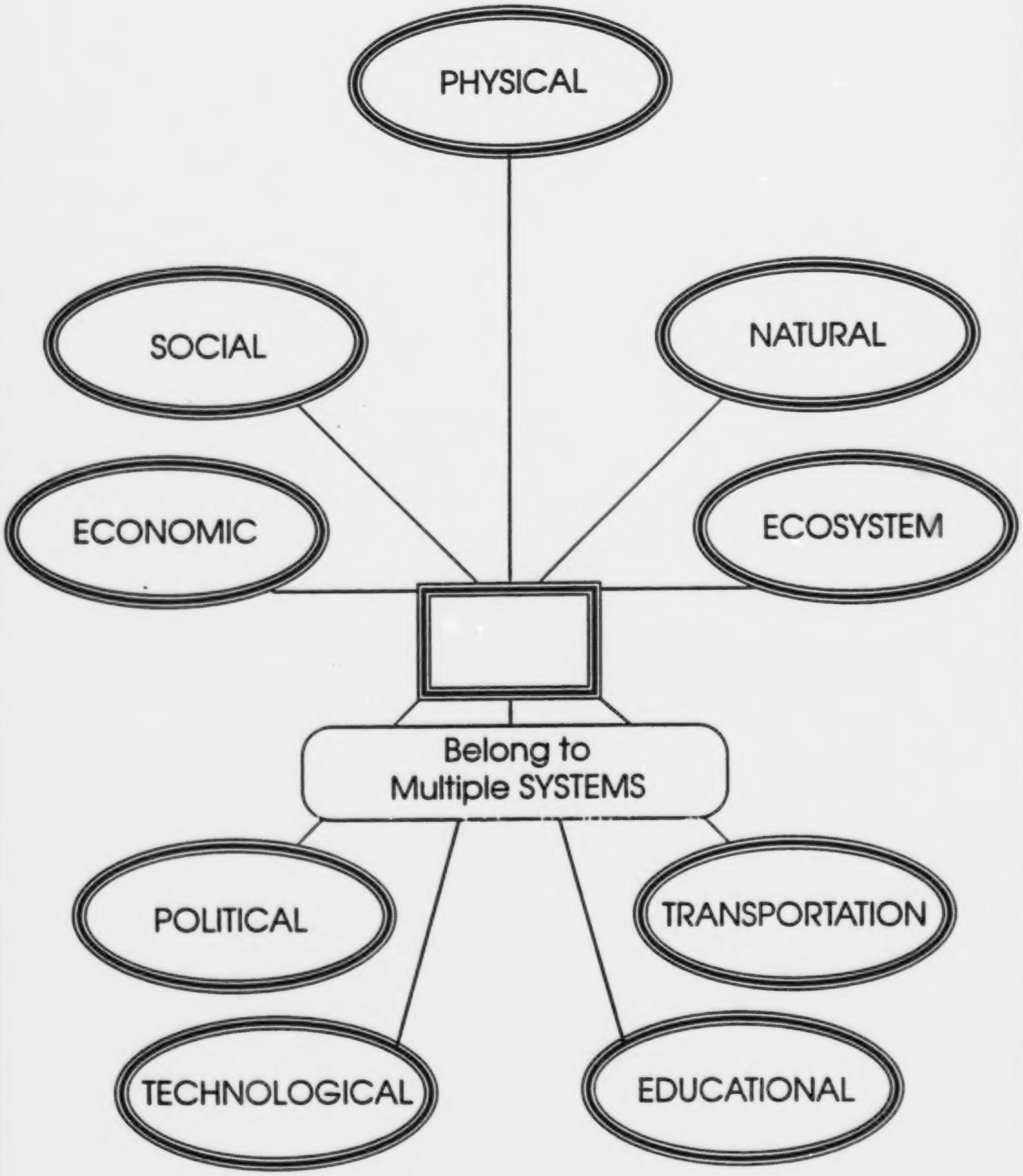
NATIONAL

COMMUNITY

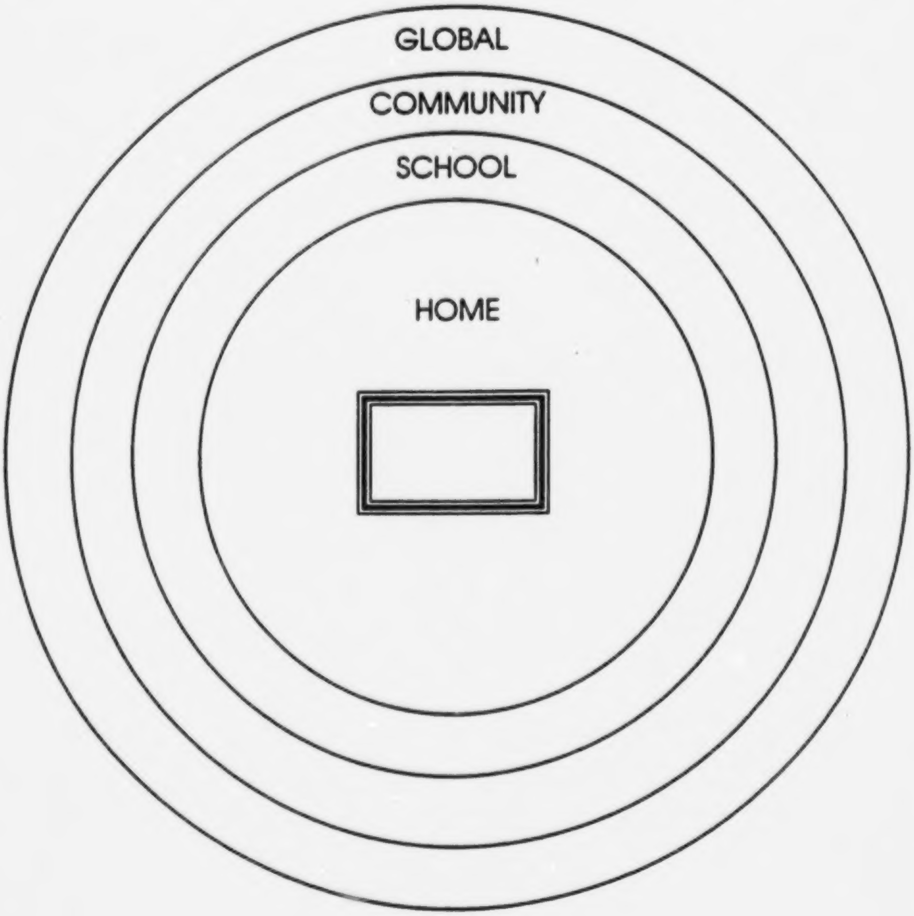
Transparency Master
Overlay 2


DIGESTIVE
REPRODUCTIVE
CIRCULATORY
Are a
BIOLOGICAL SYSTEM
RESPIRATORY
SKELETAL
NERVOUS

Transparency Master
Overlay 3


PHYSICAL
SOCIAL
NATURAL
ECONOMIC
ECOSYSTEM
Belong to Multiple SYSTEMS
POLITICAL
TRANSPORTATION
TECHNOLOGICAL
EDUCATIONAL

Tansparency Master
Overlay 4


GLOBAL
COMMUNITY
SCHOOL
HOME

DECIPHERING HOW A SYSTEM FUNCTIONS

OBJECTIVES:

Define the parts of a system.
Determine the functions of each of the system's parts.
Explain how two systems interface.
Identify how to use information.

MATERIALS:

Using a Model to Explain the Function of a System transparency
System's Interface transparency
System's Model transparency

INTRODUCTION:

There are many types of systems. A model is used in order to understand how a system functions. A model represents a simplified version of a complex idea and helps us to visualize the parts making up a whole system.

DIRECTIONS:

1. Project the **Using a Model** transparency to define terms.
   a. INPUT (stimulus): something from outside or within to activate the system (e.g., eating a peanut butter and jelly sandwich).
   b. THROUGHPUT (reaction): processing of input causing reaction or change (e.g., body digests sandwich).
   c. OUTPUT (response): product or behavior developed (e.g., hunger is satisfied).
   d. FEEDBACK: responses used to inform the system of the progress towards the goal (e.g., no more food is required if hunger is satisfied; however, additional food will be desired if the hunger is not satisfied).
2. To reinforce the system's model, do the following:
   a. Ask students to provide examples of an input. Discuss what happens when throughput, output, and feedback occur.
   b. Discuss what happens when the input is excessive or insufficient (e.g., What happens when one uses excessive drugs, alcohol, or food? What happens when one does not eat?)
3. To interpret interface, do the following:
   a. Have students pair off. Designate one person as System A and the other as System B.
   b. Have the pairs shake hands. The handshake represents one example of two systems making a transaction.
   c. Use the **System's Interface** transparency to discuss other examples of interfacing systems.

EVALUATION:

Remove the **Using a Model** transparency and replace it with **System's Model** transparency.
Have students do the following:

1. Label the parts of the model.
2. Describe the function or purpose of each part.
3. Choose a system.

FHA-HERO:

Use the models to help the students analyze how the organization functions as a system and to recognize how FHA-HERO interfaces with the school and the community.

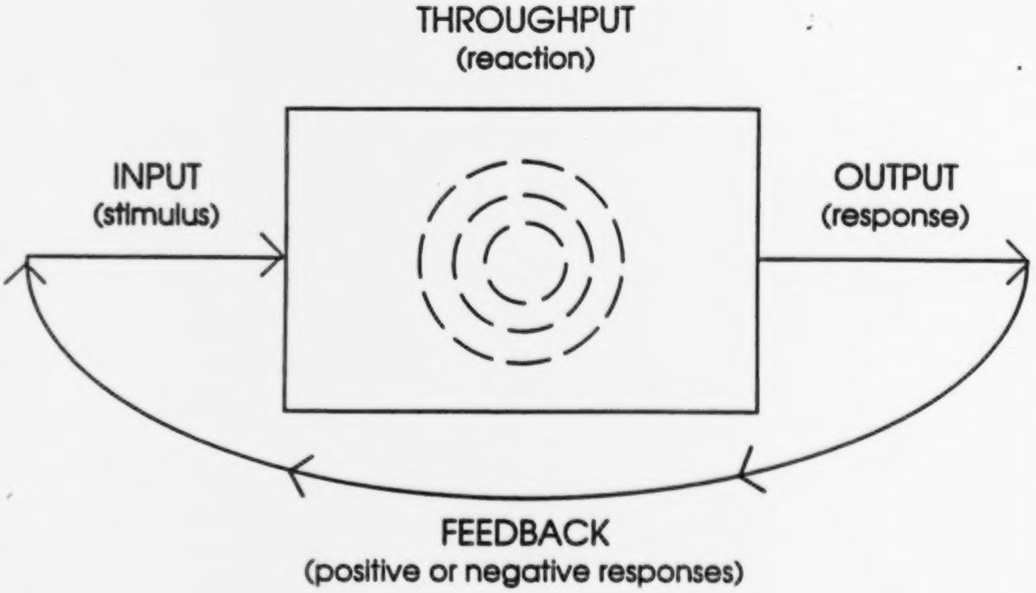
TEACHER NOTES:

Many examples may be necessary to help the student recognize the value of using models to interpret various systems.

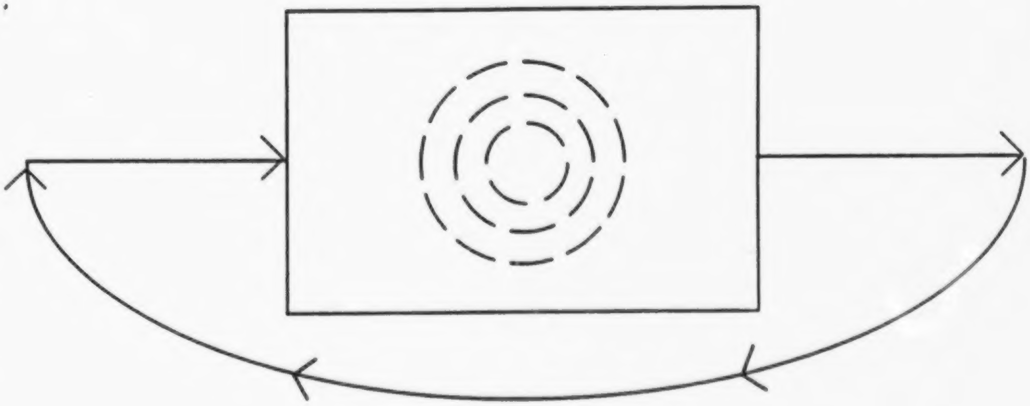
STATE GOALS:

LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10,12-B1; LA2-8,10,12-B2; LA2-10-B3; LA3-8,10,12-B1; LA3-8,10,12-E1; LA4-8-A1; LA4-8-D1; LA4-8-D2; LA4-10-B5; LA4-12-E3; SS5-8-B2; SS5-8-C1; SS5-12-C1.

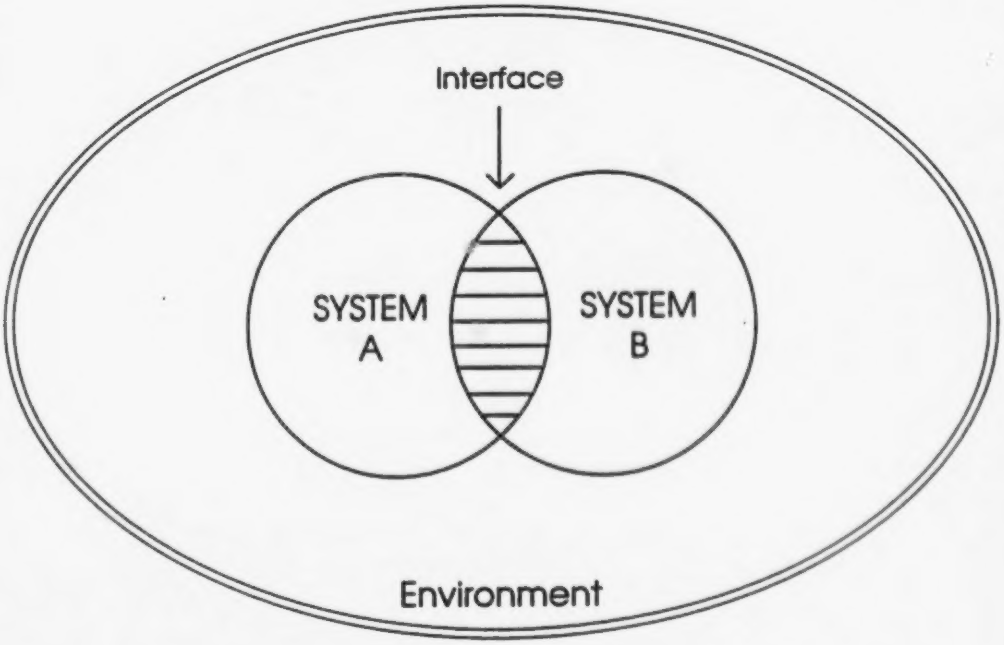
USING A MODEL TO EXPLAIN THE FUNCTION OF A SYSTEM


THROUGHPUT
(reaction)
INPUT
(stimulus)
OUTPUT
(response)
FEEDBACK
(positive or negative responses)

SYSTEM'S MODEL



SYSTEM'S INTERFACE


Interface
SYSTEM A
SYSTEM B
Environment

EXPLORING THE SIX DIMENSIONS OF WELLNESS

OBJECTIVES:

Identify methods to achieve each of the dimensions of wellness.
Recognize the relationship of the six dimensions of wellness.
Relate to and communicate with others.

MATERIALS:

You Are Dependent on the Six Dimensions of Wellness transparency
Water-based pen

INTRODUCTION:

The dimensions of wellness are an example of a system necessary to promote optimal well-being for each individual. Each of the dimensions sustain the individual and are interrelated, interconnected, and interdependent.

DIRECTIONS:

1. Write examples on the transparency of ways in which each of the dimensions is achieved. Use a water-based pen.
2. Draw lines between the words to determine the interrelationships, interconnectedness, and interdependence of the dimensions.
3. Discuss why all six dimensions are important for personal wellness.

EVALUATION:

1. List each of the six dimensions of wellness.
2. Give one example of a way to achieve wellness for each dimension.
3. Explain how the terms are interrelated, interconnected, and interdependent to create a well person.

FHA-HERO:

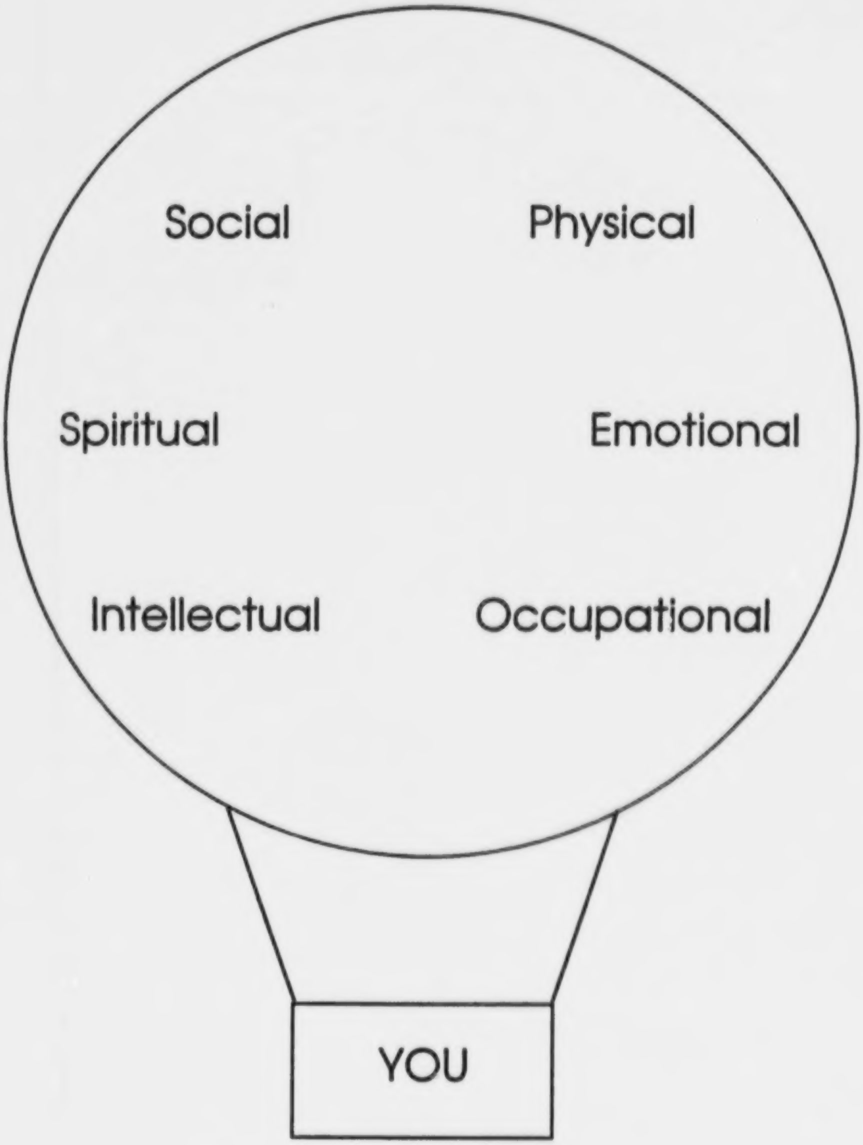
Incorporate all six dimensions of wellness when planning programs and activities.

TEACHER NOTES:

Continue to emphasize the wellness system as a basis for making decisions.

STATE GOALS:

LA1-8,10,12-D1; LA1-8,10,12-G1; LA2-8,10-B2; LA2-8,10,12-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; LA4-8-A1; LA4-8-D1; LA4-8-D2; PDH1-8-A1; PDH2-8-H1; PDH2-8-Q1; PDH2-12-H1.



Social

Physical

Spiritual

Emotional

Intellectual

Occupational

YOU

Are Dependent On The

SIX DIMENSIONS OF WELLNESS

MOVING FROM COPING TO RESOURCEFULNESS

OBJECTIVES:

Identify community resources and phone numbers to solve selected problems.
Determine information necessary to contact community agencies.
Identify where to locate and how to use information.
Read and follow directions.

MATERIALS:

One copy of **Help Is a Phone Call Away** worksheet for each student
Telephone directories

INTRODUCTION:

Many agencies provide help for individuals and families. A phone directory includes the names and phone numbers needed to contact a variety of agencies.

DIRECTIONS:

1. Follow the directions on the worksheet.
2. Use the telephone directories to identify agency titles and phone numbers.
3. Compare and discuss the differences and similarities on the students' worksheets.
4. Discuss how agencies should be contacted and what information is necessary to request help.

EVALUATION:

Pretend you are calling one of the agencies identified on the worksheet for an appointment. Write out the telephone conversation you imagine you will have with a member of the agency. Include the type of help you will request and the questions you will ask.

FHA-HERO:

Invite agency representatives to present programs.

TEACHER NOTES:

Use agency representatives to assist students in identifying community resources. Role play a phone conversation to help the student request help.

STATE GOALS:

LA1-8,10,12-A1; LA1-8,10,12-D1; LA1-8,10,12-D2; LA1-8,10,12-C1; LA1-8,10,12-C2; LA3-8,10,12-B1; LA3-8,10,12-E1; LA3-8,10,12-C1; LA4-8-A1; LA4-8-D1; LA4-8-D2; LA4-10,12-E1; LA2-8,10,12-B2; LA2-8-C2; LA2-8,10-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-10-E2; LA2-8,10-F2; LA2-12-B1; LA6-8-A1; LA6-8-C2; LA6-10-C1; LA6-10-C2; PDH2-8-K3; PDH2-8,10,12-L1; PDH2-8-L2; PDH2-8,10,12-S1; PDH2-8-S3.

HELP IS A PHONE CALL AWAY

Worksheet

Directions: Read each situation. Use the telephone directory to identify a person or agency that could assist with the situation. Record the name of the person or agency and the phone number in the space below.

SITUATION	AGENCY/PERSON	PHONE #
1. You have just moved. You have a terrible toothache and need to see a dentist immediately.		
2. You are home alone. Someone is trying to break into the house.		
3. Your friend suspects that she might be pregnant. She does not have medical insurance or a doctor.		
4. You lock yourself out of the car. Your extra set of keys is at home, but no one is at home.		
5. Your grandparent is visiting and experiences severe chest pains.		
6. Your friend has asked you for your help to break a drug habit.		
7. Your parents have recently divorced. You would like to have some counseling.		

DA-121

HELP IS A PHONE CALL AWAY

Worksheet
(continued)

SITUATION	AGENCY/PERSON	PHONE #
8. Your brother has shared that he wants to commit suicide.		
9. Your sister has admitted that she has an eating disorder.		
10. You have a job and need to open a checking account.		
11. You want to take your driver's test and need to know the hours the examining station will be open.		
12. You need to find the least expensive transportation for a trip.		
13. The TV no longer works and you need a repair person.		
14. You have little money to spend, but you would like to entertain friends.		

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, Springfield, Illinois 62777-0001

Louis Mervis, *Chairman, Illinois State Board of Education*
Robert Leininger, *State Superintendent of Education*

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois - June 1992 1M

Printed on Recycled Paper